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ABSTRACT

The invitational conference sought to create an atmosphere in which public library administrators and youth services librarians might freely discuss and reach consensus regarding a definition of the appropriate role of Florida public libraries in service to youth in the decade ahead, appropriate, realistic objectives for public libraries' youth service programs, and a definition of the appropriate place within the library's administrative structure into which service to youth should fit. Several papers on problems of library service to youth were presented, and the conferees then met in small work groups for further discussion. The needs of youth and the objectives of library services to youth were outlined. Responses to an evaluation questionnaire, which was sent to each participant two weeks after the conference, are included, along with a listing of the participants. (AB)

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# SERVICE FOR THE 70'S:

*A work-study conference on public library services to youth in Florida.*

LI 002584

*This conference was sponsored
by the Florida State Library
and made possible by an LSCA
grant.*

*The Florida State Library's work-study conference, SERVICE FOR THE 70'S, was an invitational conference which sought to create an atmosphere in which public library administrators and youth services librarians might freely discuss and reach consensus regarding*

1. *A definition of the appropriate role of Florida public libraries in service to youth in the decade ahead as one of several types of libraries now serving youth.*

2. *Appropriate, realistic objectives for Florida public libraries' youth services programs.*

3. *A definition of the appropriate place within the library's administrative structure into which service to youth should fit.*

*thus providing the philosophic groundwork for possible development of "Florida Public Library Standards for Service to Youth."*

*Attendance at the conference was by invitation only with invitations sent to directors of Florida public libraries having minimum budgets of $25,000 annually and all youth services librarians in those same libraries, providing they had at least a Bachelor's degree and some courses in library work with youth. It was stipulated that all persons named on each invitation must attend in order for anyone to attend. This was done in order to insure the desired dialogue envisioned in the objectives noted above.*

*Invited as observers were consultants in work with youth from other state library agencies, USOE Consultants and representatives of the library press. Members of the State Library's Development Department staff participated in an observer/recorder capacity.*

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THURSDAY, MARCH 13, 1969

12:30 PM Luncheon Meeting

Welcome: Mr. Bill Summers, State Librarian

Keynote address; THE NOW GENERATION
Mr. Keith Doms, Director
Carnegie Library of Pittsburgh, Pa.

3:00 PM Presiding: Mrs. Mary Jane Anderson,
Public Library Consultant

Reactor Panel Discussion
- Mr. Bill Summers, Florida State Librarian
- Dr. Ruth Rockwood, Professor of Library Science, Florida State University
- Miss Mary Ann Wentroth, Children's Services Consultant, Oklahoma Department of Libraries
- Mr. Travis Tyer, Post-Masters Fellow, Florida State University

8:00 PM TELLING IT LIKE IT WAS
-The Development of Library Service to Youth
Miss Elizabeth Burr
Children's and Young People's Services Consultant
Division of Library Services
Wisconsin Department of Public Instruction

TELLING IT LIKE IT IS
-Florida School Library Service to Youth
Mrs. Eloise Jones Groover
Director, Educational Media
Florida State Department of Education

TELLING IT LIKE IT IS
-Florida Public Library Service to Youth
Mrs. Mary Jane Anderson
Public Library Consultant
Florida State Library

## FRIDAY, MARCH 14, 1969

9:00 AM Orientation to Work-Group Sessions
Miss Pauline Winnick, Public Library Specialist, Services to Children and Youth, Library Services Branch, U. S. Office of Education

9:30 AM Small group sessions
Group 1 Leader: Dr. Ruth Rockwood
Recorder: Mrs. Mona Adams

Group 2 Leader: Mr. Travis Tyer
Recorder: Mrs. Virginia Grigg

Group 3 Leader: Miss Elizabeth Burr
Recorder: Miss Verna Nistendirk

Group 4 Leader: Miss Mary Ann Wentroth
Recorder: Mrs. Betty Miller

Group 5 Leader: Miss Virginia Heffernan
Recorder: Mr. Bill Summers

12:30 PM Buffet Luncheon

7:00 PM Dinner Meeting
Presiding: Miss Winnick

Summary of work-group statements
Miss Winnick and group leaders

## SATURDAY, MARCH 15, 1969

9:00 AM Presiding: Mr. Summers

TO SET THE STANDARDS
Miss Virginia Heffernan, Director
Scituate Public Library
Scituate, Massachusetts

11:00 AM SUMMARY AND CRITIQUE
Miss Dorothy Broderick
Associate Professor of Library Science
Case Western Reserve University
Cleveland, Ohio

12:00 PM Adjournment

*KEITH DOMS, Director of the Carnegie Library of Pittsburgh, Pennsylvania, presented the keynote address.*

## THE THEN GENERATION: LIBRARY SERVICE FOR THE YOUTH OF THE 70'S

When the topic of library service to youth in the 70's was suggested, it not only had an appeal but sounded rather straightforward and simple. That was a premature and naive assumption! It has all the complications of today's societal unrest. This paper is in sections each of which, in considering specifics, will raise more problems and questions than it solves or answers. It is hoped that this approach will help to prime the pump for the discussions of the next two days. But before I proceed, let me say that while exploring the subject I frequently had the feeling that we have worn our laurels too long and have failed quite miserably in our obligations. This not only applies to the services we have given but even more basically to our failure to have determined what our obligations are!

HOW DO WE DEFINE YOUTH? Webster's dictionary says it is the period between childhood and maturity, the early period of existence.[1] Another has defined young people as those who are technically in their teens for whom there is no adequate name nor description.[2] Others have described them as those in their early teens.[3] Still others include all teens in this category.[4] If we include all teens, we also find a rationale for going beyond for there is evidence from tests conducted in the U. S. that psychologically the 18-year old is not appreciably different from his 21-year old brother or sister.[5] At what point in time does a child cease to be a child and become a young adult and then an adult?

A number of experienced librarians, considered prominent in the field of children's and young people's services, were consulted to get their ideas of service to youth in the 70's.[6] While I am greatly indebted to their generous response which contributed to this paper, it was apparent that they focused much of their attention and remarks upon either children or young adults in keeping with their particular interests. The late Senator Robert F. Kennedy, in an address to young Africans, defined youth as "not a time of life but a state of mind, a temper of the will, a quality of imagination, a predominance of courage over timidity, of the appetite for adventure over the love of ease."[7]

For the purpose of this paper, I have assumed that we are concerned with that group which has been traditionally considered "youth" in libraries, or from pre-school through high school. However, in view of the ambiguity of definitions, perhaps we need to review our concept of just who is "youth" in our future planning of library services.

Apart from the chronological and educational variety found in this group, there are other heterogeneous divisions. Some youths live in a state of affluence, some in a state of poverty. Some accept the educational process as a way of life, others drop out of school. Some are gifted, some are retarded. Some receive encouragement at home, others exist only in a state of despair. Some have varied interests as a result of their cultural background, others do not know the meaning of "interests". Some have been sheltered from reality, some have learned of reality the hard way. Youth is all of these now and will continue to be so in the 70's and the 80's.

All of these variations contribute to considerable disparity even within one age group. As a matter of fact, according to a study done in Oregon, maturity, interests, and abilities can vary as much as six years within an age group.[8]

HOW DOES THIS DIVERSITY AFFECT THEIR USE OF THE PUBLIC LIBRARY? The affluent youth is one of the more frequent users of the public library. Generally he comes from a home where the parents have a relatively high level of education, he is encouraged to do well in school which may require library use, he is apt to have books of his own and consequently is likely to have developed the reading habit. By virtue of his reading and educational experiences he has developed wide interests. Furthermore, he probably lives in a neighborhood that has demanded good library service and he is likely to attend a school which expects a high level of performance and which also provides reasonable library service.

Frequently an almost dichotomous situation exists with the poverty-stricken youth. He probably comes from a very poor cultural and educational background. Many times his parents (if he even has the benefit of a family situation) may not realize the advantages that exist as a result of an education and developed potential. He is often encouraged, if not actually forced, to drop out of school to help support his family or himself. He may be a poor reader attending a poor school where education itself is not stimulating and library facilities may be less than adequate if not almost nonexistent. His learning experiences will not have challenged his ambition nor peaked his interest. He may not know that far-sighted ambition exists nor that he could even develop interests beyond his everyday material and emotional needs. His mobility is more restricted than that of the affluent youth so that his chances of learning what opportunities and avenues for self-development are open to him are lessened. If he does learn of such opportunities, his unfamiliarity with middle and upper class institutions makes him reticent to utilize such facilities.

WHAT HAS THE PUBLIC LIBRARY TRADITIONALLY OFFERED THESE YOUTHS? It has offered a great deal to the middle and upper class child who wished to come to the library. Librarians have sought diligently to cooperate with schools to provide supplemental materials for the educational processes that encourage learning beyond the four walls of a class room or the covers of a single text. But until recently at least, the teachers whose cooperation could be enlisted in such endeavors have again been those serving middle or upper class children. Many public libraries have gathered great quantities of material to augment school collections for the inquiring mind, but what has been offered to the mind that has not been inspired to inquire? As mentioned, this youth is often a poor reader and even the reading programs designed to encourage a child to read place a premium upon speed and good reading habits.[9] This poor reader may be without incentive to read beyond the required text and few of those provide inspiration for a child who finds much of what he reads beyond his conception of reality.

The stress on "good books" for children has perhaps contributed to this sterility of reading and actually discouraged such a child. As laudatory as the intent of providing good reading material may be, it is questionable what kind of message a fine book such as Wind in the Willows can transmit to an unimaginative mind nourished by the despair and frustration of the ghettos. To many a child the material provided by public libraries, should they choose to use it, is totally irrelevant to their way of life. There are always, of course, the exceptions who will blossom on their own and not only take advantage of opportunities that are offered but will go so far as to seek them out. But they are definitely the minority.[10]

Perhaps in our desire to accomplish great things such as encourage a budding genius or perpetuate middle-class mores in a middle-class society, we have lost sight of our other opportunities and, I might add, obligations. Have we concentrated our interests and efforts too much on the responsive child? A little bit of learning can be a dangerous thing, so the saying goes. I do not believe, however, that a little bit of communication is a dangerous thing. And, as librarians, we need to learn to communicate with the many presently unresponsive for whom there is little, if any, literature.

Traditionally the public library has responded to evident needs. As late as 75 years ago in this country there were very few libraries that allowed children to use their books.[11] With the humanitarian movement great concern arose for the physical and mental welfare of the younger generation.[12] The public library responded vigorously with its movement to encourage the young to read. With the great boom of education and its attendant pressures to "learn", the public libraries responded, as mentioned above, with supplementary education materials. Most recently the rush has been toward providing services to the poverty stricken or underprivileged segment of our population.

WHAT WILL THE YOUTH OF THE 70'S NEED? Elizabeth Gross Kilpatrick, who worked many years in the Brownsville area of Brooklyn, stated in a recent article, and I quote, "Many children's librarians are still loath to recognize that war and violence spread throughout the communication media, progressive educational patterns, and social and parental attitudes as well as the determination of the poor, black and white, to secure their place in an affluent society, have robbed the middle-class child of his innocence and his childhood as the poorer child has been robbed for generations."[13] Such circumstances cannot help but affect the use that youth will make of the library.

THE THEN GENERATION (Continued)

One librarian, among the number whose opinions were sought for guidance in preparing this paper, went so far as to say the the junior novel may be completely replaced by Candy, Catcher, and Cool World.[14] Not all respondents made such strong statements but there was general consensus that the youth of the 70's will be generally wiser in the ways of the world, adult for his years in his thinking, probably better educated, more sophisticated, more articulate, less respectful of accepted convention and tradition, more advanced socially, more questioning and inquiring of mind, more rebellious, and more independent. These youth are the "now" as well as the "then" generation but do not exactly fit the present-day concept of middle-class society to which the library--either wittingly or unwittingly--has catered. This aim, to promote a middle-class society, possibly had its foundation in the philosophy of equality for all Americans. We must recognize that this philosophy has not been a reality[15] and accept the varying characteristics mentioned above in balancing our service to youth. Otherwise, we will surely be looked upon as the "has been generation" and the image of the librarian and public libraries will sink to hitherto unknown depths.

Reference to "the individual" and related terminology was perhaps the most recurrent theme in the responses of experienced children's and young people's librarians. The references to individualism took several forms. There were those who pointed to the needs of the young dope addict who needs help in finding a way out of his frustrations; the school dropout who needs guidance in getting back into the mainstream; the exceptional child who needs reassurance and assistance in finding a way of life; the gifted and the ordinary child as well. They have different needs, yet all of them should be encouraged to make the most of their capabilities. These are all individual situations. Perhaps we need to stop thinking about youth as a group and stress the services we can provide to the individuals who just incidentally have certain similarities such as age and sex. The public library has long been proud of its service, and rightly so, to the individual and its one-to-one personal relationship. I believe that this is the only kind of service that will appeal to and challenge the young people of the future.

It will be interesting to see if, in the face of pressures arising from a fermenting society, we can maintain a proper balance that will consider and fulfill the needs of all youth. It is true that special effort will be needed to bridge the gaps in our services but in our eagerness to correct present shortcomings let us not lose sight of the real meaning of "public". To maintain this balance, we will be required to offer services as diverse as the clientele we hope to serve. We must continue to offer the opportunity for high-level intellectual development for those who seek and can profit from it as well as adding services for others not so strongly motivated.

But is offering enough? I feel that we must take a further step and encourage those whose surroundings have not contributed to self-motivation. There will be those who decry what they consider to be an encroachment into the field of social work and formal education. But aggressive library service need not be an encroachment. Instead it should be aggressively undertaken in the spirit of providing kinds of services which no other social institution provides.

THE THEN GENERATION (Continued)

In order to determine what public libraries can provide better than any other institution, we must anticipate what the youths and their environment will be, how many youths will be involved, and some of the problems related to these points.

We have roughly described the youth himself and, as mentioned earlier, we can apparently anticipate a continuing affluent environment.[16] This affluence will extend to a higher standard of living for a far greater percentage of the population. Possibly the most immediate result of continuing affluence will be felt in connection with the improvement of public education and school libraries. Public libraries have long cooperated with the formal educational system and provided supplemental reading materials for school work. However, we have never really known what supplemental materials we needed to supply. The U. S. Office of Education has made a grant to the Philadelphia School District which will enable that school system and The Free Library of Philadelphia to study the relationship between school and public library collections. It will be interesting to see the results of such a study. But regardless of those results, what effect may the improvement of school libraries through the availability of federal funds have on the public library? As school libraries grow and the school librarian develops a sense of confidence and self sufficiency, we may find our informational and even our advisory services considered nice but not necessary. If we do find ourselves shut out as a part of the educational framework, we might recall that we have often deplored the heavy use of public libraries by students in a fear that other clientele would suffer. Perhaps our attitude in this regard has been misguided and we should have capitalized upon the opportunity instead.

It is possible that as school libraries improve, much of the needed informational type of material will be available through a vast electronic system connected with educational institutions. Outlets may be in every home or as common as the streetcorner telephone booth. Such a system, through the use of closed circuit television, picture telephones, films and other audio-visual presentations, may eliminate the need for ordinary informational materials in the public library. This may not hold true for the true researcher but for youth through the high school level it could well be true.

We may find ourselves challenged to build our services on the recreational aspects of books and other media which libraries can furnish. "Recreational," in its true sense, is too restrictive a term for there are other elements of development for which the library should share responsibility.

Educators are recognizing the weaknesses of our mass educational system. Schools have been likened to factories. They take raw materials (children), apply pre-determined processes (curricula) and turn out a product (graduates). The sterility of this kind of education does little to develop creativity, a sense of self-value and awareness, or a moral and social conscience or consciousness.[18] With its individualistic service pattern, the public library may be the most likely, if not the last hope for the development of the attitudinal and ethical standards of coming generations.

THE THEN GENERATION (Continued)

One other point I would like to raise in connection with school-related use is that of division by chronological age. While I predict, and feel it is legitimate, that the distinction between children's and young adults' services will continue, I feel that the rationale for a division between young adult and adult is less well supported. Much of our rationale today is quite tenuous. The decision is often based on nothing more than whether or not there is physical space for such an organizational structure rather than on the desirable results to service. One wonders if the separate room has contributed significantly to the value of the collection as a whole to young adults or has it encouraged a strictly auxiliary collection for school assignments.

HOW MANY WILL BE INVOLVED? Population growth experts predict that by 1985 the population between 18 and 24 years of age will have increased by 40 to 44%.[19] In reality, this is the youth group with which we will be concerned in 70's and 80's for right now they are approximately age one to seven.

WHERE DO WE GET THE MANPOWER TO SERVE SUCH NUMBERS? In a review of its young adult services, The Free Library of Philadelphia reaffirmed its policy of providing a young adult librarian for each agency and department at the Northeast Regional Library.[20] Also, responses from a number of prominent librarians in these areas of service indicated that there was a general feeling that such services need experienced and trained personnel. The desirability of experienced and trained as well as professional personnel to fill all children's and young people's outlets is admirable, but is it realistic?

In an effort to get information concerning the supply of new professionals available in this field, a brief questionnaire was sent to all ALA-accredited library schools. That questionnaire requested information regarding the total number of graduates for each of the past three years, the number of graduates who went into public work, and finally, it asked for the number going into children's and young adult work in public libraries.

Not all schools could supply information in such detail but the returns were sufficiently complete from 20 schools to judge that approximately 22% of their total of about 6,600 graduates in that three-year period went into public libraries on their first job. This is significant only in that once in a public library some of those professionals might eventually be involved in children's or young adults' work even though these were not the principal characteristics of their first job. But the number of new children's and young people's librarians is discouraging. For example, the three schools with the largest graduating classes in 1966 produced only 34 in those categories, the three largest classes in 1967 produced 33, and the three largest classes in 1968 produced 36. This cannot be judged as completely accurate data for the library school records are at the mercy of alumni reporting. Nor do the largest classes always produce the greatest proportionate number of children's and young adults' librarians. Some schools consistently produce a greater percentage than others by virtue of their curricular emphasis. However, in looking at all the schools the numbers are still small and the picture remains dismal. In 1966 the 20 schools that could supply usable data produced 132 children's and young people's librarians, in 1967 they produced 127, and in 1968, 133. If you are not shocked by now, you should be, for these numbers represent an average of only 6.5 youth services librarians per school per year. Now, measure this supply against estimated needs for replacements as well as new and expanded programs. As to future prospects, not only has there been no significant increase in numbers over the last three years, but this limited sample indicates that the percentage in relation to total production of professionals has dropped slightly over this period. If this is a trend, and it continues, how can public libraries possibly expand services to youth either now or in the seventies?

Another force which depletes the available and suitable manpower for public libraries is the educational system. The better pay, convenient hours, and liberal vacations of the school library over the public library create severe competition.[21] The holder of a bachelors degree in a number of states can become a school librarian at more salary than many public libraries pay the holder of a masters degree.

Returning to the general belief that such services need supervision and guidance by trained and experienced personnel, what do we find? We cannot produce experienced personnel except with time. And frequently then we suffer removal of experienced personnel from the firing line through promotion to better paying jobs in public libraries. This challenges administrators to conceive a way by which people can receive salaries commensurate with their value to the institution and their particular skills without removing them from direct service to the public.

Next, what about training? We cannot judge, on the basis of existing data, the quality of training in this area. However, a recent study of library education for the preparation of public service librarians in general indicates a number of possible shortcomings. Many of the desirable skills and abilities deemed of highest priority for general public service by practicing librarians are equally important to those working with children and young adults.[22] For example, the one single factor isolated as by far the most important skill was the ability to work with people of all kinds- all intellectual, cultural, and educational backgrounds. One librarian whose reactions were sought for this paper stressed that the need for people with understanding, empathy, and the ability to meet people on even ground was even greater than was the need for traditional library skills. Some feel that the growing need for this type of librarian has had little or no impact on library schools.

Perhaps one of the problems of getting librarians who have an understanding for the people of the slums and the other great unreached population is because of librarians' own personal backgrounds. By virtue of the requirements for admission to library school, applicants have a better than average educational level and are geared to think in terms of middle- and upper-class needs.

Positive recruitment is needed of people who can communicate with, win the confidence of, and maintain a rapport with a segment of society pretty largely ignored by libraries up to now. Mrs. Kirkpatrick stated, in the article previously mentioned, "I have reason to believe we know the contents of our books better than we know the inner lives of our children."[23] We must be attuned to the lives of our clientele as well as to our materials.

We find very few blacks, who because of their mutual cultural backgrounds may often be better qualified to communicate with the Negro youth of large parts of our big cities, with professional training. One wonders if this has not been an oversight on the part of the library schools in their recruiting process. I am pleased to say that Carnegie Library of Pittsburgh has taken steps to improve this situation. A grant was solicited and has been received from a charitable foundation to fund a work-study program whereby black students who are interested in service to underpriviledged will work part time. They will be paid for their part-time work thus providing living expenses and they will also receive scholarship funds to enable them to concurrently pursue their professional degree on a part-time basis. This will be a program of two years' duration for each person recruited. Two participants will be chosen this year, and two more for each of the next two years making a total of six professionals during the presently funded period. This is a small step in view of the demands but, hopefully, it is one in the right direction.

Presented with such dismal manpower prospects it probably is not realistic to think we can have a professional in all jobs we would like. As one librarian put it--we need a whole army of trained adults to work on a face-to-face basis with these people:[24] so, how do we get them? We may have to put aside some of our ideals of professionalism and enlist the help of a few "soul brothers" with these gifts of communication, empathy, and a rapport who can be trained to work in our "army". Perhaps we must admit that there are some things others can do better than we. This is not as heretical to the profession as it sounds. It is merely recognizing that by using some personnel with special capabilities, those gifts of the more fully trained professional can then be used to fuller capacity. Such changes may require not only adjustment in the thinking of librarians but in organizational structure as well. The attitude and conviction of administration will contribute greatly to the success or failure of any such undertaking.

WHAT ARE ADMINISTRATIVE RESPONSIBILITIES? Abraham Lincoln is said to have remarked, "Some generals experiment so long and so much with newfangled fancy notions that when brought to a head they are useless, the time to use them has gone. . ."[25] Let us not be guilty of planning until the usefulness of the plan has passed but neither let us be guilty of having to resort to fire-fighting tactics. One of the problems of planning is, of course, like Herbert Hoover once said,"Just about the time we make ends meet, someone moves the ends."[26] "Moving the ends," no doubt, accounts for the fact that we are so often required to fight fire. Perhaps we need two types of planning. First, how do we take care of today's flames but, second, what fire-fighting apparatus should we be installing for the late 70's and 80's?

To support serious planning is an obligation of administration equal to that of guiding fiscal expenditures solving operational problems and recruiting personnel.

HOW STANDARD CAN WE BE? One of the suggested purposes of this workshop is to develop standards of service to youth in the 70's. Are we sure that such is possible, much less desirable? There can be standards for collections, standards of staff ratios, building standards, standards of distance in relation to accessibility of library services, standards for hours of service, standards of financial support, etc. These are all tangibles that can be counted or measured. To my knowledge no one, unfortunately, has yet come up with a satisfactory means for measuring service. Furthermore, if ours is to be an individual service, the very words themselves--"individual" and "standards" have a ring of contradiction. "Individual," as a noun is defined as a distinct entity and, as an adjective, it is something intended for one person.[27] "Standards", on the other hand, implies a uniformity by which something can be judged or measured.[28]

We can and should continue to seek useful norms for size of collection in relation to population served and for other similar physical things or facilities that can be counted and measured. These are useful guides as to what we feel are the accouterments necessary for providing minimal service. However, it is doubtful that, in our present state of social service research, we can do much toward setting standards for the individual service activity itself.

The individuality of service carries beyond a particular person and must be considered in the light of a number of things. No two areas of a community are exactly the same, much less the communities themselves. Nor does even the same community remain static. The physical facilities, financial conditions and personnel of any one institution constantly fluctuate and determine what that institution can or cannot do. If you will allow me to draw an analogy, think for a moment of two pieces of wood given to two skilled carvers. The two pieces of wood are of equal quality, the carvers of equal skill. Each carver has been told to produce a leg for a chair. If they are given an exact design, exact measurements, are provided with the same tools the chances are they will produce very much the same product. If, however, these two carvers are given the same two pieces of wood and told to produce something lovely, useful, and of value the results will probably be quite different. The grain and characteristics of the material they are working with will greatly influence how they treat it, how it can be used to bring out its finest and most useful qualities. It is not the status quo of the stereotyped chair legs we are seeking to perpetuate in library service to youth but the development of a viable potential as illustrated in the second situation.

Nevertheless, on a more positive and constructive note, we can consider:

1. maintaining an exchange of ideas and problems which may be of mutual benefit to others groping through similar dilemmas
2. attempting to anticipate needs through an active and alert analysis of the trends around us

3. seeking to involve ourselves in planning in cooperation with other environmental influences of a community such as Model Cities Programs, educational institutions, Black Action Societies, and many others
4. supporting research which may develop meaningful indicators of the values and effectiveness of services we give
5. establishing communication with youths in need of library service so that they themselves can contribute to the definition and planning of that service.

These suggestions are only a few of the activities which could help provide us with a sense of direction and a more satisfactory description of our goals. I would like to conclude this plea for thoughtful yet innovative, realistic yet progressive, practical yet creative service to youth with a little story Robert Mager tells in connection with defining the goals and objectives of education. It is equally appropriate to service to youth as well as to the whole problem of the role of the public library in general.

Once upon a time a Sea Horse gathered up his seven pieces of eight and cantered out to find his fortune. Before he had traveled very far he met an Eel, who said,

"Psst. Hey, bud. Where ya goin'?"

"I'm going out to find my fortune," replied the Sea Horse, proudly.

"You're in luck," said the Eel. "For four pieces of eight you can have this speedy flipper, and then you'll be able to get there a lot faster."

"Gee, that's swell," said the Sea Horse, and paid the money and put on the flipper and slithered off at twice the speed. Soon he came upon a Sponge, who said,

"Psst. Hey bud. Where 'ya goin'?"

"I'm going out to find my fortune," replied the Sea Horse.

"You're in luck," said the Sponge. "For a small fee I will let you have this jet-propelled scooter so that you will be able to travel a lot faster."

So the Sea Horse bought the scooter with his remaining money and went zooming through the sea five times as fast. Soon he came upon a Shark, who said,

"Psst. Hey, bud. Where 'ya goin'?"

"I'm going out to find my fortune," replied the Sea Horse.

"You're in luck. If you'll take this short cut," said the Shark, pointing to his open mouth, "you'll save yourself a lot of time."

"Gee, thanks," said the Sea Horse, and zoomed off into the interior of the Shark, there to be devoured.

The moral of this fable is that if you're not sure where you're going you're liable to end up someplace else--and not even know it.[29]

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*Four librarians were invited to react to Mr. Doms' speech, to raise questions of their own and to provoke discussion with and among the conferees: MR. BILL SUMMERS, Florida State Librarian; MISS MARY ANN WENTROTH, Children's Consultant, Oklahoma State Library; DR. RUTH ROCKWOOD, Professor of Library Science, Florida State University; and TRAVIS E. TYER, Post-Master's fellow at Florida State University, formerly Director, Lubbock (Texas) Public Library. Moderator for the discussion was MRS. MARY JANE ANDERSON, Public Library Consultant, Florida State Library.*

## REACTOR PANEL DISCUSSION

Wentroth:

My first reaction is in the form of a question and I'm going to just pose the question so that if anybody wants to suggest an answer, they can. Mr. Doms spoke early in his speech of our obligations and his feelings-that perhaps we had not fulfilled our obligations. Perhaps we have not. We need, he said, to define our obligations. And my question, which I can't answer, is, who determines what our obligations are? Do we wait for our patrons to determine what our obligations are? Does the taxpayer decide what our obligations are? I think this might be very revealing if we could find an answer to it.

For the purposes of our conference "youth" has been defined so we won't worry that point. But a related question to the definition of youth, I think, is the clarification of the point at which the defined youth are ready for what we traditionally call adult materials. This is related, I think, to our definition of youth when we think about our service to youth.

Now the rest of my reactions I don't think are questions. When we think about the problems in serving youth today, we have been made so conscious of the sociological problems of youth and the new directions of public library service to them, the going out of the building to serve them in their environment in many cases and this sort of thing, that I find myself continually having to remind myself that basically youth needs have not changed--the basic needs. They're still human beings with the same kind of basic needs. Their sophistication and the sociological changes to which they have been subjected have changed them outwardly, but children still need the satisfaction of the same basic security, and love, and a real need for discipline which gives them security and all these things. We mustn't lose sight, I think, in trying to rethink in terms of their new sociological needs, that their same basic needs remain.

I'm sure that if you all were reacting to Mr. Doms' speech, one of the things to which you would react positively along with me is in underscoring the importance of the public library's service to individual youth. This has been the sort of banner we have always held high. If we are going to choose one unique aspect of public library service to youth, I think it would be the individualized service that we can give them. And the thing that the seventies, I think, will bring us is a freeing from detail which the traditional librarian (not only children's, but all) has been tempted to hide behind or to find refuge in. The monotonous detail which has occupied too much of our time, we can be relieved from by some of the new technology so that we can emphasize working with individuals.

It was pointed out to us that there "is an encroachment into the field of social work." I think we should not apologize for this. I think it's an important aspect of making the community aware that the public library is also a social agency and that the public library has a contribution to make in the community as a social agency, a resource for the more formally acknowledged social agencies of the community.

Another thing that I particularly wanted to underscore (Mr. Doms underscored it himself but I want to underscore it again) is the need for administrators to recognize the necessity for planning ahead and the necessity for allowing staff time, perhaps even enlarging the staff, in order to allow for planning. This is the thing that gets crowded out so often in the day to day pressures. I think that the people who have been most involved with the planning of this conference, whether purposely or accidently and I tend to think it was purposely, have seen the importance of thinking about long-term dreaming, while limiting this conference to planning for the seventies. It seems to me very doubtful that concrete plans could be made for any longer than ten years in the future with the speed at which everything is changing.

I have just one real quarrel with Mr. Doms and that is with his example of a book as an example of quality. Wind in the Willows is a great book but I think it is not the book that any one of us would have chosen as an example of a quality book, that children's librarians would stress for all audiences. There are still quality books that you can offer which are not quite as unacceptable to the children without background for their reading. This is a minor point but I was searching for something I could quarrel with and this is about all I could come up with.

Rockwood:

When a paper is so well done as this one the job of the reactor becomes most difficult. But I find that there is a point here at which I can take up for the library schools and question some of Mr. Doms' statements. In the first place, the library schools and the universities of which they are a part are a long way from being the ivory towers they may have been at one time. And they are very definitely reflecting the environment of which they are a part.

I agree that the charge that the library schools are not training as many librarians for children and young people as they are librarians in some other fields is certainly true. I would think that the largest library schools, and I'm not quite sure which ones Mr. Doms was referring to, would be more guilty of this than some others because library schools do tend to specialize. Some of the larger ones are specializing in the area of academic librarianship rather than the field of public librarianship. Those that are specializing in public librarianship are not doing so in the field of children's and young people's work. And others of the schools, of course, are moving more towards information science and automation than work with children and young people.

But beyond that I think there's another factor to be considered and one about which the library schools can do little and that is the status of childrens' and young peoples' librarians. Their status is not of the best and too frequently they are looked down upon. I think until we give them the same status as librarians in the adult field and in other areas in the library, we're going to have trouble getting people into this field. Another thing, of course, is the matter of money and I think this is a key to status. Children's librarians are not always paid at the same rate as other librarians in the library system. So I think that these factors, as well as the library school programs, are responsible for the few numbers that we are turning out. I have been also rather astonished when some young people--early twenties--will be discussing possible jobs with me and say, "Well, what are the retirement benefits?" Many of these young people are pretty realistic and they are looking at salaries and fringe benefits and retirement benefits as well as positions.

Now another thing that Mr. Doms implied was that we aren't training librarians who are understanding enough of the underprivileged. I think this is true, also, but I insist that it has nothing to do with color. If I understood him correctly he said we didn't have enough Negroes in our schools. I don't think we do but we don't have enough representatives from other minority groups either. I wish we had more. The Negroes we're getting are from the middle-income group and they are not from this lower socio-economic level. As far as their understanding of this particular group that we are not reaching, they are no better than the white students we have. They're from the same socio-economic group as our other students, so it isn't helping a bit that their color is slightly different. We must somehow attract people from this lower socio-economic group into our library schools if we are going to be able to communicate effectively with the youngsters who are in this lower socio-economic group.

Now, I don't know whether that is really making a strong case for the library schools but I do know that in our program we do work hard on attitudes. We hope that a graduate of our school will have certain basic skills, he'll have information and he'll have attitudes that will make him a better service-oriented individual but we simply cannot change basic personalities and sometimes that stands in our way.

Again, I find that I would like to underline Mr. Doms' statement on the individual. It seems to me that the library is one of the few agencies that can work effectively with individuals and we certainly ought to stress this. We have the resources. We can treat the individual as an individual. He doesn't have to compete with anybody else and he can move at his own speed. I hope that we will never get out of the education business and never turn over the guidance to some other organization.

REACTOR PANEL DISCUSSION (Continued)

The separate room and collection for young adults was talked about a little in the paper. I think this is something in which not everyone is in agreement. I think that we would feel in our school, and I know that I would, that there should not be a separate young adult collection. There should be separate services but I would hate to see a separate collection for them.

Tyer:

I'm somewhat in a quandry of which way to react. At some points in reaction to the total question of youth services I find that I might react a little bit differently as an administrator from that as a former YA coordinator. In essence I think probably what I have to say will be a combination of the two.

I picked up one main theme where I had several points on which to react. Quite often in talking about service to youth we have concerned ourselves with the very best; this communicates with your middle-class and your upper-middle class. In the case of young adult work, where I have had experience either in advising a library that was initiating or taking a hard look at their present program and the ones where I have worked, I would say that this has not been the emphasis of work with teenagers to the extent that it has been in work with children. We were not always concerned with the best. Our major criteria for our development of a program of service, the service that we would offer in any of the instances, was always based on: What can we do in working with teenagers to get teenagers using a library or to use certain services? What services do they need that no other agency is presently offering to them? We were paying more attention to reader needs and reader interests than we were in developing a special collection of materials or special services that would serve only one group of individuals in a given system such as the one I directed in Dallas. We might say when we were talking about the young adult program as a whole, that we had book discussion groups. Well, certainly the book discussion groups that we would have at the Preston Royal Branch in a very high affluent community are going to be quite different from the book discussion groups that you would have in West Dallas where most of the kids drop out of school before they enter the junior high program. It was still a book discussion group and we were not so concerned about the quality of the materials we used as we were in trying to convince them that the public library was a service institution that would provide services to them throughout their life.

Everybody has touched on the fact that growing sophistication of the young people as a whole, the way they can accept certain facets of today's fast-moving world in all its turmoil better than we as older individuals can--the riots, the demonstrations. You'll find that a lot of your young people have been so conditioned all their life to this that they accept certain features of this much better than you and I as middle-aged people. So I think that you will find those successful youth programs directed at the

REACTOR PANEL DISCUSSION (Continued)

teenager have either developed collections or used materials that were primarily of adult nature. And of course, you have all kinds of problems involved because there will be parents, generally, who will be upset or the do-gooders of the community because Manchild in the Promised Land is available in multiple copies or being used with large groups of teenagers. The book offends the adult, but to the teenager it comes out "this is the way it is, so why all the bother?"

Another facet of young adult work where we've had successful young adults programs that I think might have been overlooked is the fact that most of the activities that go on in these programs go on outside the four walls of the library. So we may not be as concerned with whether there is a separate department, a separate room, or whether we're utilizing materials within the adult collections. I point to the program at Detroit where they've had a long standing adult program where they do not maintain young adult collections at all, as one example. Other successful young adult programs have had good adult collections but they have been housed, I think correctly, in connection with the adult materials because many of the services that a young adult may need will not be provided in a specialized program if it's been organized to get teenagers who are not using the library to use it.

Mr. Doms also mentioned something about school/public library relationships. You know we've all done a lot of talking, the literature is full of writing on it, but really when you get down to it, we haven't done much about it. A man under whom I worked for about a year, Mr. Bob Dumas, once said, "There would be no problems in the relationship existing between school libraries and public libraries if the school libraries had all the materials, facilities, staff that they needed and the public libraries had all the staff, materials, and facilities they needed." And you know, there is a lot of truth in that. Where we have come to disagreement, where we have failed to cooperate, where we have failed to understand the nature of our problems, has all come where we have been trying too stretch too little too far. Maybe this goes back to the point Mr. Doms made that maybe we need to define where we're going and what we're each going to try to do.

I'd like to point out, and I think Florida is a good example, based on what little I know of your libraries in the six months I've been here, that your school libraries are developing very rapidly and at a suprising degree of evenness throughout the state with the help of federal funds. So the question really comes to mind, if the school libraries are going to provide all of this, what's going to be left to the youth services in the public libraries? We have traditionally thought of ourselves as providing what the school libraries weren't. One of the biggest frustrations I had as a public library administrator was my own children's librarian reacting to this. Just because she wasn't going to be asked for 500 copies of a certain book to supplement the sixth grade study of foreign lands, she didn't know what she was going to do as a children's librarian. I don't really blame her. She'd done that so long she couldn't think of anything else to do for children except pre-school story hours. I think we're all going to question: What was our rightful role before we assumed one that was foisted on us? I think this is the more basic question that maybe this conference will help answer.

Also the fact that we've got to think in terms of what Mr. Doms termed, recreational. I prefer the term, "self-motivated", because I don't think all of the services and materials we might provide youth would be recreational. I can't see very much recreational about some of the requests. A sixteen or seventeen year-old boy comes in, asks for a book on physics, a topic on which I can't even pronounce the words on the title page. I can't imagine anyone wanting something of this depth, but that may be his own interest that he has developed on his own and this is"self-motivated" reading. It's not necessarily recreational to me, but it may be to him.

Also, when we talk about trained and experienced staff, I have one comment. We don't have as many professionals running around in the Southwest U. S. A. as you may have in other parts of the country. I think even national manpower studies would show that the number of librarians in relationship to the libraries presents a real problem out there that is not quite as bad in some other areas. In the young adult program I headed in Dallas the librarian was at a premium and could hold only the top positions. They've been very successful in using undergraduate, liberal arts majors in their youth programs when they had experienced professionally-trained librarians to direct their activities and to gear their thinking. Many of these liberal art majors go on to library school. I think maybe we ought to think in terms of more than one point of entry to librarianship.

At the same time, I get rather tired of the library administrators who go out to recruit new staff members and interview as though all of the recruits are going to be children's librarians and young adult librarians as a "beginning position". And that as they grow in experience they're going to be promoted up and out of your children's and young adult services. The happiest job I ever had in my life was one where I worked with young adults. There came a time when I reached the top level and I wasn't going to sit there and wait for the city commission to decide to give me a cost-of-living increase in order to increase my income. So I went to administration. I went to the top in school libraries and that's when I decided to get over into the public libraries so I could make more money for my family. This was touched upon by Mr. Doms. Dr. Rockwood mentioned it. This is one of the fundamental factors we have to face, the fact that you cannot stay within a speciality such as children's work or young adult work and provide the increased income that a growing, maturing family may place upon you.

Rockwood:
Status, again?

Tyer:
Status! Exactly.

Summers:
I think I am in the very enviable position of having almost as much to react to from what the other people have said as what Keith Doms said. One of the problems about being in a job like State Librarian is that you don't fit in anybody's camp. When I talk to children's librarians, they say,

REACTOR PANEL DISCUSSION (Continued)

"Well, you don't understand our problems. You're just an administrator." And when I talk with the administrators they say, "You don't understand our problems. You're just a bureaucrat."

I didn't really have any questions about what Keith said. I had a couple of things that occurred to me as he was saying it that might have some relevance. One of our problems in talking about library services to the socially disadvantaged is the fact that, and this was said by someone who worked with youthful offenders in one of the mid-west states, the problem with these children is not that they read improper things, but they don't read anything. Augusta Baker, years ago, said the problem with many of the slum children is that they're just a hell of a long way from the book. Couple this with the Deiches fund study that Lowell Martin did in Baltimore County in which he indicated that we approached almost mass utilization of the library in some segments of the young population and you really have two polar extremes of some magnitude.

One of the questions that I think is going to be very basic in the seventies and Keith underscored this very clearly: How will the young people who come out of some of the sophisticated school library systems that are developing see the public library? I think they're going to be awfully impatient with it. The program that Toronto used to have where from the Toronto Board of Education--they could really just do a saturation job on any one topic. You wonder, well, you know, the public library doesn't do this. What will be the response of these people? It could go one of two ways, of course--either complete rejection or a demand for a greater level of service than very many of us have really prepared ourselves to think about.

This question of what we do with the young adult, we need to approach on the basis of the fact that the important question is the kind of experiences that young people have in the library rather than the atmospheric environment in which he receives those experiences. You can find libraries that do a good job with one kind of arrangement and others that do a poor job with the same arrangement. It seems to me that the motivation of the service and the objective of the program is far more critical than the housing and the staff structuring.

I approached this conference, as I think some of our administrators did, with an already made up mind. Let's sell the whole works to the schools, fold up the shop, only let young people in who are ready to read Portnoy's Complaint and fix it that way. This would solve some of the problems very nicely. But Keith indicates that there is a dimension of service, that it is going to require a great deal of rethinking, a big amount of retooling. I'm not sure thatwe're going to be geared up to it really. It's going to mean a fundamental change in the way we go about setting objectives for libraries.

Now that's all I have to say about his paper. Do you want me to react to the other people at this point?

I think this problem about how do we pay for what is very basic. I started out in this business as a children's librarian in the Jacksonville

Public Library, a period of service from which that system is only now recovering. As Travis said it's very fine work, work that is extremely satisfying, work that there is a need for some men to do. But you very early reach the point that you can't afford to be a children's librarian or a reference librarian for that matter. There is a need for some restructuring here to make it possible for the good, dedicated, energetic, creative children's librarian to be that. Part of the answer, obviously, is creation of larger units of service that provide within them supervisory level work within the speciality so that you have Children's Coordinators of larger systems and Regional Coordinators of systems. We've been saying this since the ALA post-war standards and there are still very few of these positions, relatively, across the country.

We have a phrase that adult services librarians use and you see it in reviews frequently: "This is a book for purposeful adult readers." I think we may be approaching a time when our children's services will need to be aimed at the purposeful young reader. And the purposefulness will be defined, not in our objective determination of what childhood or young adulthood is like but in the same way we do it for the adult, in terms of whatever it is he wants out of the library, by and large we get for him, within certain limitations and those limitations are broadening all the time. This is something that we have not done with young people. We do not expose young people to the full range of library service. We don't do interlibrary loans for them. *Stirring in the audience.* Many libraries do not do interlibrary loans for them.

Tyer:

You can even say most libraries don't.

Summers:

Many library systems do not do inter-library loans within the system for young people, let alone outside. Many libraries do not reserve books for young people. We have to think about the character of citizenship among library users. I made a talk in Sarasota last night and touched on the theme that is very basic to the future of the public library. This is that in our society, as it is becoming, the public library may be the very last refuge for individuality. If this is true, then we had better start teaching this message at a much younger age.

Anderson:

Before I ask some questions which may tend to show my reactions to all of this, Keith, do you feel in a defensive frame of mind? Would you like to make any comments?

Doms:

None!

REACTOR PANEL DISCUSSION (Continued)

Anderson:
Each one of you in reaction has had something to say about Keith's suggestion that we stop thinking about youth as a group and stress service to the individual. Do you honestly believe this? All of you sitting out there nodding your heads in smiling agreement whenever we say the great white hope of the public library is as a bastion of freedom for the individual and all that sort of thing: Do you all really believe this?

Then what implications does this have, first of all for the arrangement of libraries, not only into the young adult room and the adult area as our national guidelines have in the past indicated that perhaps we ought to arrange things, but what about that children's room? If we can't define young adult, please tell me how we can define children? One of Miss Broderick's articles, I believe, several years ago, talked about the mature twelve-year-old reader. The age of maturity and readiness for use of what we traditionally classify adult material is getting lower and lower. On the other end of the spectrum we have many adults in our population (they may or may not use the library; most of them probably don't.) who cannot comfortably handle what we traditionally call adult material. The material that they can handle is isolated by the fact it is a children's book located in the children's room where the adult, who may be a laborer 50 years of age, is not about to go nor is anyone but the exceptional adult services librarian going to send him there. Nor, probably, does the Adult Services librarian even know that book exists on that subject because a book in the children's room is a children's book. It isn't even listed in the card catalog on the main floor to show that the library has it.

What makes a children's book something different that has to be segregrated? Does it really need segregration? Any more than we can define what is a young adult book and segregrate it? Are not young people, if we consider them honestly as individuals and not as a group, the full responsibility of the full public library services staff and not just the special province of the children's librarian? Do we really need staff at all for all different age groups? What equality of workload is there between the Children's Services Coordinator who coordinates the work with everybody from pre-school through age 12, the Young Adult Services Coordinator (which our national standards tell us we should have) who serves whoever is defined as a young adult in a library but usually a 4 to 5 year age grouping, and the Adult Services Coordinator who serves all the rest of the people? Do we not perhaps need, could we perhaps use a Coordinator of Services to Youth and a Coordinator of Services to Adults and not have to divide our supervisory staff according to which age group they serve?

Summers:
Let me react to part of what you said about housing. I've always wondered what would happen in a library (and nobody has ever been willing to give me one to experiment with--a whole library, you know) if you didn't differentiate it in any way? If you classified all the books by subject and put them up there and had enough people around to guide anybody who wanted them to the book that that person needed, what implications would this have for use?

REACTOR PANEL DISCUSSION (Continued)

Kirk:

In Kentucky, it's been done in a way in the newer libraries. Things have been classified with a j or without a j but all the non-fiction has been shelved together according to Dewey number, all in one place.

Summers:

What happens? Anything?

Kirk:

It's worked very well.

Summers:

But worked very well in terms of what?

Kirk:

Well, it's been used in smaller, more rural areas where there is a high incidence of adults who are not literate or not very literate.

Anderson:

I wonder how high our incidence of literacy is in the inner-cities?

Broderick:

In Ohio, several of the newer branches being built in Cuyahoga County in solid middle-class suburban areas have been built so that the non-fiction would be housed together regardless of age group and without the distinguishing j on the back. This really doesn't have anything to do with level of education because those of us who are middle-aged are still just as lost with space science. The eight-year-old can certainly give us lectures on liquid fuel versus solid fuel, the new math and certainly base 8. There have been, certainly, no problems and it removes the stigma, and not only from the adult who is illiterate in a particular field. I think we should remember that we are all illiterate in certain areas, if only in foreign languages. This provides a great deal more real individual reader guidance than the arbitrary breakdown. Now just what you would do with Portnoy's Complaint sitting next to Curious George, I don't know.

Doms:

I would like to make a comment about the Cuyahoga County branch situation and I will bet you that ten years from now Miss Broderick, if we're both here and if I'm wrong I'll buy you a double martini, a new administration will move into the Cuyahoga County Public Library System and they'll have the great idea of segregrating the children's and teen-age books, putting them all back into their pigeon holes.

REACTOR PANEL DISCUSSION (Continued)

Anderson:
Pigeon-holing to librarians is almost a universal disease.

Doms:
This is a universal disease of mankind.

Anderson:
I really think that librarians are rather specially afflicted by it. I'm not sure the library schools teach it to us; I think it may be in our basic characters before the library schools get their hands on us.

Doms:
I think it would be a hell of a mess if I went into a men's clothing shop and I had to go through suits for eight-year-old boys. . . .

Summers:
People use books in all kinds of crazy ways. They use them in ways that we never think about. I didn't realize it till last time my wife was sick and I had to do the cooking. I went out to the library and I got the Betty Betz Teenage Cook Book because if you are a man and you don't know how to cook, this thing has got simple pictures in it and you can make a meatloaf and you can keep the household going. This happens probably far more often than we realize, that people use books for reasons that never occur to us that they would do it. It happens not only with adults but it certainly happens with children.

Edmonds:
Some of this can be done at the book selection and book-buying level, if the committees who look at your books will keep in mind the overlap. For instance, on the juvenile level, you may come upon a title in a hobby or an art or a specialized field that you think your adult department would like to have and so you can give them the book to order for the adult librarians to see, so that it can be ordered both ways.

And by the same token the children's librarians and the young adult librarians can watch very closely what's on the adult order each time so that they can order things that will overlap into the juvenile field. It is spending more money, but I think it is putting the books where they are needed.

Tyer:
I wanted to bring that up. When we initiated bookmobile service in Lubbock, where I was prior to coming to Florida, we had this grand idea of shelving everything together because we were going to be serving heretofore unserved areas, unsophisticated readers. It worked real well about two months; then we started having complaints about it. We kept it up and we did do

some segmentizing on the bookmobile but we interfiled fiction and non-fiction. They didn't complain about this, but the adults were saying, "What have you got this on here for?" This was an agricultural community. Many of these people that still live on the farm were older people and they resented having children's materials on the bookmobile. But in a more sophisticated audience, it was our feeling that this would have worked better.

Winnick:

I think that we have some experience in the libraries that at one time tried reader-interest grouping so that you could get a wider range not only of reading but of interest grouped together--the home, the family, the international scene and things like this. And what happened, as I recall it, in at least two library systems was that those people who came in not knowing what they wanted were very well served by this arrangement. But the people who came in and wanted something in a hurry were baffled and frustrated. And then we returned to, guess what, the Dewey classification, all over again.

Summers:

Well, of course, Ted Hines and I at Columbia used to argue at some length about reader-interest and he always countered with the argument that the Dewey Decimal Classification is a reader interest classification based on the Amherst library in 1876. And, you know, that's a hard argument to refute.

Wentroth:

I have a question: This business of interfiling juvenile and adult is a special pet ambition of mine. I want especially to see it in a small library. I'm wondering how it would work in a multi-floored library. I don't exactly see how it would work. I would like to see how it would work but I don't understand how it would work.

Summers:

Just have the upstairs books and the downstairs books.

Anderson:

All of you who are Florida librarians answered a questionnaire on children's services in your library as part of your annual statistical report this year. One of the questions had to do with restrictions placed upon children as opposed to restrictions placed upon adults in terms of services. One library answered that children could not check out the "back-shelf" books. If we had upstairs books and downstairs books to add to that, I'm not sure the children would ever get any books.

Rockwood:

Is it alright to think about adults, even though we're talking about children and young people? I think this shelving of all the materials to-

REACTOR PANEL DISCUSSION (Continued)

gether would be wonderful for the children and young people, but I'm not so sure it would be good for the adults because they're already grumbling at the things that libraries are buying, that it takes so much time when they have to browse the shelves to find something they really want. I think they might object even more if they found they were having to go through books that were written for children and young people as well as for adults. They might have to go back and use the catalog.

Audience--Children's Librarian:

I also think it would curb service to children, because despite what we may think, they do need extra help and they are just children.

Anderson:

Miss Heffernan would you repeat the comments that you made to me over cocktails yesterday? It had to do with your observations about how children's librarians help children and how they help adults?

Heffernan:

I have personally become a director of a public library, having always been a children's librarian, and have reached the conclusion that children's librarians probably give better overall library service than people who were spawned from library school as adult services people.

Another thing that I was thinking, though, as you were talking about arrangement, adults really are rather helpless creatures and I've discovered in this library that I am working in that I have to have special collections for adults because they'll only walk down the corridors about three feet. They won't browse. They get confused because there are so many materials. We are beginning to pull materials out that we think they will enjoy and bring the best sellers of past years to their attention. But the kids will go back there and browse. We have all the books interfiled in our library except one very small section for very young children. The children and the young adults browse. They can find their way around. It is the adults who seem to need the special collections brought up front. Its sort of been a reversal of everything I thought you did in a library.

Another thing about arrangement: It's not really the important thing it seems to me. It's the service. If you've got a librarian who will give service to the people, you can have the books filed from the ceiling or under the ground. It's the person. Maybe we should talk more about people than arrangement.

Audience--Children's Librarian:

This was what I was thinking about, the attitudes librarians have toward their patrons. Whether they're children or adults, I know adult librarians help also, but I think children's librarians really try to help the people they're working for. Often an adult librarian, seeing a child, will shunt him off. Now whether children's librarians would do this to adults, I don't know.

REACTOR PANEL DISCUSSION (Continued)

Doms:
I would like to raise a question since we have so many people in this room who are actively working with youth. The question is: Have you been able to see within the last year or two, during the period of time in which school libraries have improved so much, a greater degree of self-sufficiency on the part of children when they come to the library?

We find that true in our neighborhood. Even at our central library most kids now only have to be given a little bit of orientation so that they'll know where they're going. They are, on the whole, remarkably able to use the library, much more so than adults.

Winnick:
May I say that I heard of an experiment that was aborted that I think you might be interested in, Bill. It was in a very low-income area in a very large city, the inner part of a large city. The intention was to have the branch library reorganize so that all materials of the same kind would be together, as you suggested they could be. But somebody chickened out because it never happened. Afterwards, I made speeches about what a great thing it would be to try this, though, and I would like to see, as you suggest, a people centered library.

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Summers:
Before we leave, it seems to me we've talked a lot about how to put the books on the shelves and I certainly don't think if we just figure out the best way to arrange the books we've got it made for the seventies. There's a bigger problem here. The other thing I want to offer is a question that I've always argued with children's librarians: Suppose we say that the value of the children's service is determined by the number of adult readers it produces.

Edmonds:
Will the school libraries do this for us?

Summers:
Produce adult readers?

Edmonds:
Yes.

Anderson:
If we turned over children's and young adult services completely to the school libraries, May is asking, do we believe as public librarians that the school libraries would produce library users of the public library for life?

When they finish school, say at age 18, would they then come to the public library and continue using it?

Doms:
We already know the answer. No.

Summers:
Well, except I don't think we really know what would happen if they did a good job.

Anderson:
Assuming the school libraries do what the school library's standards say they will do, that they do the same kind of professional job with the same kind of professional motivation that we have; and assuming that they have the materials; and that. . .

Doms:
Well, then you have to start making the assumption that they're going to have the public library too, to go along with your curriculum, because they can't be self-sufficient.

Edmonds:
According to their new standards they could be self-sufficient.

Wendel:
Do you think those standards are going to be met in Florida in the seventies?

Anderson:
Save that question for tonight, Miss Wendel, to ask Mrs. Jones who is going to be primed to answer it.

Tyer:
I'd like to bring up one other thing that is tied into this. Friday, or the last day I was in Tallahassee, we had a class presentation in which John Rowell of Case Western Reserve was quoted from a speech he gave in Georgia last month. He described a school set-up that's referred to as the Elkwood School District. I believe this is in Illinois. I'm remembering and this is rather hazy. This is a new suburban housing development type community that sprang up overnight. Most of the people who moved into it were upper-class people buying new homes. They all had kids galore and they had to set up a school system. They went into a thing that's quite the vogue in educational terms right now, individualized instruction. Instead of having classrooms, you have the materials center in the core and little

offices. Every morning the first graders through the sixth graders march in and sit down with--I've forgotten the term that's used--it's not their teacher. But whatever she's called, she writes out a prescription for what this child is to do today.

The child goes and does it and then takes it to the machine that grades the papers. It gives the person who was prescribing for him, the next day, the data on which she bases her next prescription.

The school's been in operation six years. This year they sent their first students to the nearest town to the junior high and they found out that these kids did not know how to react in a group situation. They didn't know how to get along with one another.

It struck me that the standards for school libraries might possibly, if carried this far, create some problems we don't presently have. The public library might, indeed, be the last vantage point where somebody could become a human being. It seems to me that at this time in history, more than ever before, we need individuals to be able to react and interact with other people and to understand other people more so than ever, rather than those who are completely self-motivated in all that they do. This is another nightmare that might be a part of how we need to be thinking about planning for the seventies, the eighties, or the nineties.

Anderson:

We did not answer a lot of questions this afternoon, nor as Mr. Doms said in his talk, did he intend to answer a lot of questions. The program has been so structured that today is for raising of questions, for gaining of new knowledge, new ideas in the larger group discussions and tomorrow is for making the hard decisions. So, if we seem, within the context of the program today, to be leaving a lot of loose ends hanging, please take this as a personal challenge. Tomorrow you're to tie some of those ends together.

*At the Thursday evening session the conferees heard three presentations. Miss Elizabeth Burr, Consultant in Children's and Young People's Services, Wisconsin State Library, set the question of service for the 70's in its historical perspective.*

## THE DEVELOPMENT OF LIBRARY SERVICE TO YOUTH

Your invitation asked me to explore the development of library service to youth from its beginning in the American scene to the present; youth to be defined as preschool through high school age; library service to youth to include that provided by both the public and the school library; and consideration to be given to the origins, purpose, objectives, functions, and standards of library service to youth.

The decision-making process requires an understanding of the past and the present before relevant discussion can take place of what the future should be. Library service to youth must be examined within the framework of the institution of which it is a part to be meaningful to a decision as to what it ought to be in the future. Attention must be given to both the institutions, public libraries, and schools which provide library service to youth.

Now for historical perspective--to begin at the beginning--libraries in America stemmed from the ideal of improving society. The ideal goes back to a national belief, prevalent since Colonial days, in "the improvability of human nature." Franklin and Washington and their colleagues, in organizing government, held this ". . . concept, characteristic of their time, of the indefinite perfectibility of man and his institutions, the belief that man could determine the main line of his progress and the opinion that institutions existed to further progress and that education was one of the principal means." And each of us needs to keep constantly in mind that this generation of youth, disenchanted with society and the system and believing in the perfectibility of man and his institutions, is searching for its answer to this very concept.

At first, emphasis is laid on the scholarly library and the pay libraries for the fortunate few. The movement to provide Sunday school libraries spread from England to America and this type of library was the most important dispensary of freely loanly books to children during the first half of the 19th century. Concern for the education of youth who were apprenticed to a trade at any early age led to the establishment of apprentices' libraries, going back to the time of Benjamin Franklin. In Philadelphia, such a library, founded in 1820, had by 1876 grown to number 21,000 volumes. In 1823, an apprentice youth's library was established in Brooklyn for boys over twelve, and once a week, for an hour in the afternoon, girls were admitted. The social or subscription library was primarily for adults, but one authority lists twenty-one juvenile and youth social libraries in existence between 1800 and 1850. Another type of library for youth was established in the early 1800's by philanthropists who recognized children's needs for access to books; among them were Caleb Bingham, Boston bookseller and publisher in Salisbury, Connecticut, in 1803, Dr. Jesse Torrey at the New Lebanon (New York) Society in 1804, and Doctor Ebenezer Learned, a physician in West Cambridge (now Arlington), Massachusetts, in 1835.

It was during this period that village and town libraries supported by gifts or endowment and finally attaining the support of the municipality began to emerge. In 1842 Massachusetts established a library bounty system, allotting fees to school districts which would match such sums for a library. It was New York State which passed the first law of its kind in 1835 providing "that the school district library should be supported on the same principle as the public school." The New York plan or one similar was followed almost immediately in twenty states from Maine to Iowa.

The importance of these precursors of the public library is that their existence predicates the fact that children need access to books, that they respond to book service when it is provided, and that they are, along with adults, a part of the reading public of a community.

Free public education did not get under way until the middle of the nineteenth century. Taking definite shape in 1850, its aim was to provide equal educational opportunity for the young. The public library as an institution which followed a decade later was consciously established as an instrument of adult education and, in the minds of its early planners, did not envision the inclusion of children. It was to serve the adult reading public who had completed their public education. The public library was often referred to as the "capstone" of the public school system.

The year 1876 is generally considered as marking the real beginning of the public library movement, the year in which a group of librarians met in Philadelphia and organized the American Library Association and the Library Journal began its publication. For many years the Library Journal was the official ALA Journal. It was also in 1876 that a special report on "Public Libraries in the United States of America" was published by the U. S. Bureau of Education. This report included a paper by William Isaac Fletcher, who later became the librarian of Amherst College, a joint editor of Poole's Index to Periodical Literature, and a president of ALA. The opening of his paper, titled, "Public Libraries and the Young," reads, "What shall the public library do for the young, and how? is a question of acknowledged importance"; in it he advocates the removal of age restriction and emphasizes the importance of choosing only those books which "have something positively good about them."

In the latter part of the nineteenth century, the pressing question was whether children under twelve or fourteen or sixteen were the proper concern of the new public libraries; Mr. Fletcher says, "There was no common usage below which candidates for admission are ineligible." It was the period in which American society was awakening to interest in the child and his welfare, in which playgrounds, boys' clubs, and juvenile courts were established and the Society for Prevention of Cruelty to Children was organized.

Dating from the years of decision as to whether public libraries should serve children or whether classroom libraries placed in schools and reference service to teachers was the public library's sole responsibility to children, the American Library Association has been the greatest single influence on the development of library service to youth. Proper reading for the young was the subject for discussion at early Association meetings. The initial publication of the Association was John W. Sargent's "Reading for the Young" (1890). Wisconsin's Lutie Sterns gave a "Report on Reading for the Young" at the Lake Placid conference in 1894, which is credited in giving impetus to the realization of the public library's responsibility to children and the opportunities offered by a special children's room in charge of a properly trained assistant. This was the first of a series of papers at Association meetings which showed the concern of administrators and pioneers among the men, as well as a group of inspired and farseeing women. The years between 1890 and 1900 were marked with library after library admitting boys and girls to the rights and privileges of borrowing books on their own responsibility.

At the Montreal meeting of the ALA in 1900, a Children's Librarian's Club was organized with Anne Carroll Moore, Pratt Institute, as president and Mary E. Dousman as secretary; during the year, at the invitation of ALA, it became the Section for Library Work with Children. It was to this section, forerunner of today's Children's Services Division, at the 1921 Swampscott meeting of the ALA, that Frederic Melcher entrusted the selection of the recipient of the John Newbery Medal. In Mr. Melcher's words, "it occurred to me that the librarians might go even further in their effective work, if they could enlist the interest of authors in the new era." With the addition in 1938 of the Caldecott medal, librarians working with children have used these annual selections to reinforce their concern for standards in book evaluation.

Beginning with ALA's Committee on Library Work with Children, a Committee on Library Extension, a children's specialist in literature, on the ALA staff, the monthly list of new books in the Booklist, publications on books and services for youth from the ALA Publishing Department, the establishment of the ALA School and Children's Library Division office (now the CSD and YASD office and the AASL office) and the Public Library Association and American Association of State Libraries office--all have played their part in the development of library service to youth.

School libraries serving youth date from the last decade of the nineteenth century. State school library supervision began its development with the appointment in the 1890's of "an inspector of school libraries as a member of the staff of the New York State Education Department to help schools improve their book collections and to encourage pupils' reading." In 1891, the Wisconsin "legislature authorized the state superintendent to appoint one clerk who shall under the direction of the state superintendent aid in promoting the establishment, maintenance and control of libraries as provided by law." In 1904, New York had created a Division of School Libraries and appointed a school library supervisor; in 1911, the Minnesota Legislature had set up the office of Supervisor of School Libraries in the Department of Public Instruction, and, in 1915, Wisconsin changed the title of Library Clerk to Supervisor of School Libraries. And now state school library supervision has spread across the county to every state. From the early years of the American Library Association, librarians of large city libraries saw services to schools as a responsibility and an opportunity and gave many talks at national meetings on this type of service. It was the American Library Association president who in 1896 presented a petition to the National Education Association, proposing the establishment of its library department. As early as 1895, a branch of the Cleveland Public Library was established in the Central High School in Cleveland, and, in 1899, a similar experiment was tried in Newark, New Jersey. These community libraries, serving the people who lived near the school and the students within the school, were forerunners of public library branches in school buildings years ahead. In 1915, the ALA School Library Section was organized, one of the forerunners of the American Association of School Librarians.

Educators, faced with the increasing number of students attending high schools, began to formulate objectives for secondary education. In a 1918 report of the Commission on the Reorganization of Secondary Education, appointed by the National Education Association, the following objectives were listed: 1) health, 2) command of fundamental processes, 3) worthy home membership, 4) vocation, 5) citizenship, 6) worthy use of leisure, and 7) ethical character. This examination of the purposes of education resulted in a gradual change of attitude on the part of secondary-school educators toward the use of books in the educative process. As the methods of secondary-school instruction changed from one book used as a text to laying stress on the additional use of supplementary reading, demand for school libraries began to be felt.

Through such efforts as the 1917 Report on the Committee on Standard Organization and Equipment for secondary Schools of Different Sizes, (chaired by C. C. Certain, prepared for the North Central Association of Colleges, and Secondary Schools, and adopted not only by this association but by the Department of Secondary Education of the National Education Association and the American Library Association) considerable progress was made in the establishment and improvement of high school libraries. At the Detroit ALA in 1922, a resolution was passed which read, "The ALA believes that every student from the elementary school through the university should learn to use and appreciate books and libraries. . . . To accomplish this there should be a supervisor of school libraries in every state and province and a school librarian or supervisor for every school system--city, county, township or district. . . . Whether the school library supervisor shall be employed by school or library authorities, separately or jointly, is a matter to be determined by state or local conditions."

By the '20's and '30's, a phenomenal growth in school libraries became evident in response to the need which changing methods of teaching and a broader view of education had created. The influence of the public library on the development of elementary school libraries through its provision of books and library services to elementary schools continued long after libraries were established in most high schools. Elementary School Library Standards, the work of a joint NEA and ALA Committee chaired by C. C. Certain, were published by ALA in 1925. With a few exceptions, the 1933 Yearbook on Elementary School Libraries, published by the National Education Association, Department of Elementary School Principals, shows extensive service by public libraries to the schools and elementary schools depending on public libraries for almost all their materials.

It was during this same period that the need for reading guidance of young people, evaluation of young people's books, and the coordination of this service with youth-serving agencies and the schools led to the establishment of specialized service to young people within the public library. When the new library building in Cleveland was opened in 1925, a separate room, staff, and book collection were established in the Stevenson Room to experiment with and, if possible, prove the value of this specialized service. In 1922, the Young People's Book Committee of New York Public Library had been organized for the sole purpose of reading, discussing, and evaluating books for the teen-age, and, in 1941, the Nathan Straus Branch, the New York Public Library, opened its first branch exclusively for the use of children and young people under the age of twenty-one. In the intervening years and through the mid-century, specialized service and often separate rooms or corners were established across the country. Among the other pioneers were public libraries in Baltimore, Osterhout, Pennsylvania; Springfield, Illinois; St. Paul, Newark, Sacramento, Minneapolis, Pittsburgh, Seattle, Muncie, Milwaukee, Denver, Hild Regional Branch, Chicago, and St. Agnes Branch, New York.

In 1946, the Young People's Round Table (now YASD) voted at the annual ALA conference to bring the 1937 report on "Public Library Service to Youth" up to date. Their feeling was that the needs of youth had been intensified and library resources had been overtaxed and in too many cases curtailed by war and its aftermath. As a result, the group set its goals for ALA's 75th anniversary to include publication of standards, encouragement of establishment of supervisors of work with young people, and inclusion in library schools of special courses with emphasis on promotion of young people's recreational reading.

Now to return to how children's work in public libraries developed during the first half of the twentieth century. Alice Hazeltine's Library Work With Children, reprints of papers and addresses, published in 1917 by H. W. Wilson, brought together papers representing the growth and tendencies of the first forty years of library work with children. The papers were of historic value but embodied the principles which governed the practice of the day. It is interesting to note Annie Carroll Moore writing on library membership as a civic force, Clara Herbert's paper on establishing relations between the children's library and other civic agencies, and papers on personal work with children, picture bulletins in the children's library, how to interest mothers in children's reading, reference work, instruction of school children in the use of library catalogs and reference books, the question of discipline, storytelling--a public library method, reading and library clubs, home libraries, library day at the playgrounds, selection of books for Sunday school libraries, work with children at the colored branch of the Louisville Free Public Library, the foreign child at a St. Louis branch, and the emphasis on book selection and reading guidance in all the articles on work with children. There is even a 1908 article on the growing tendency to over-emphasize the children's side.

This gamut of concerns and the objects of library work, listed in Henry Legler's (then librarian of the Chicago Public Library) paper read at the 1911 Pasadena ALA conference, indicates the pioneer concept upon which children's service is based. The objects listed: "To make good books available to all children of a community; to train boys and girls to use with discrimination the adult library; to reinforce and supplement the class work of the city schools (public, private, parochial, and Sunday School); to cooperate with institutions for civic and social betterment such as playgrounds, settlements, missions, boys' and girls' clubs and with commercial institutions employing boys and girls such as factories, . . . telegraph and telephone agencies and department stores; and first and last to build character and develop literary taste through the medium of books and the influence of the children's librarian." Couched in dated language, as these quotes are--and happily child labor a thing of the past--they are still translatable into today's objectives and services.

By 1930, Effie L. Power, in her textbook on Library Service for Children, expressed it thus: "The immediate purpose of a children's library (defined as both public library and elementary school library) is to provide children with good books supplemented by an inviting library environment and intelligent, sympathetic service, and by these means to inspire and cultivate in children love of reading, discriminating taste in literature, and judgment and skill in the use of books as tools. Its ultimate aim is higher thinking, better living and active citizenship." The 1943 Power revision, titled Work With Children in Public Libraries, emphasized changes in the past twelve years--the social aspects of library service to children, and the close cooperation with all child welfare agencies, growing out of recommendations of the 1940 White House Conference on Children in a Democracy; the increasing information on organization and administration of children's services.

Advisory, cooperative, supervisory, and control types of organization were reported by Mary R. Lucas in her master's dissertation, 1941, in which she studied twelve large Eastern and Middle West libraries. Not until 1963 was the organization and administration of children's services again reported in Children's Services in Public Libraries, by Gross and Namovicz. It was still a mix, ranging from coordination to supervision.

During the World War II years, the American Library Association, looking to the future, created a Committee on Postwar Planning, which produced sets of public library and school library standards and concluded with the volume A National Plan for Public Library Service. Standards were developed in School Libraries for Today and Tomorrow, published in 1945, in relation to the restatement of educational objectives made by the Educational Policies Commission, with its goals of self-realization, human relationship, economic efficiency, and civic responsibility, which were considered the aims of education in a democracy. Pointed out were the need for centralized school library service in elementary schools and its lowness of achievement and the need for systematic planning of library service for rural schools.

Principles developed by a joint committee of NEA and ALA in Schools and Public Libraries Working Together in School Library Service were quoted as fundamental in the development of any qualitative school library standards. The principles state that the school library is an essential element in the school program, shares its purpose with the basic purpose of the school itself, and is basically a responsibility of the board of education. It is pointed out that its distinctive purpose is to develop abilities and habits in children and young people of purposely using books and libraries in attaining their goals for living and provides service to individual children through reading guidance, ample reading materials, and library experience. Essential factors are the librarian, the book collection, and library quarters, and effectiveness depends on participation of not only the librarian and pupils but school superintendents, principals, and classroom teachers. State leadership in performing certain promotional, advisory, administrative, and coordinating services is also essential. School libraries and the public library should work together to provide a coordinated and complete library service to school children without unnecessary duplication of activities.

In line with the above principles, school libraries have the following purposes:

1. Participate effectively in the school program as it strives to meet the needs of pupils, teachers, parents, and other community members
2. Provide boys and girls with the library materials and services most appropriate and most meaningful in their growth and development as individuals
3. Stimulate and guide pupils in all phases of their reading so that they may find increasing enjoyment and satisfaction and may grow in critical judgment and appreciation
4. Provide an opportunity through library experiences for boys and girls to develop helpful interests, to make satisfactory personal adjustments, and to acquire desirable social attitudes
5. Help children and young people to become skillful and discriminating users of libraries and of printed and audiovisual materials
6. Introduce pupils to community libraries as early as possible and cooperate with those libraries in their efforts to encourage continuing education and cultural growth
7. Work with teachers in the selection and use of all types of library materials which contribute to the teaching program
8. Participate with teachers and administrators in programs for continuing professional and cultural growth of the school staff
9. Cooperate with other librarians and community leaders in planning and developing an overall library program for the community or area

These objectives were repeated in the 1960 Standards for School Library Programs, with the addition of two major developments. The extension of the use of audiovisual materials and the many administrative patterns for these materials led to the statement that good school library programs make audiovisual materials easily accessible, regardless of the prevailing pattern for these materials. The second development, school libraries as instructional materials centers, is incorporated in the statement that the school library, in addition to doing its vital work of individual reading guidance and development of the school curriculum, should serve the school as a center for instructional materials--books, other printed materials, films, recordings, and newer media developed to aid learning.

Postwar Standards for Public Libraries codified the basic objectives of the American public library by use of five convenient word symbols; 1) education, 2) information, 3) aesthetic appreciation, 4) research, and 5) recreation. Public Library Service in 1956 and Minimum Standards for Public Library Systems in 1966 continued to base their standards for materials on these objectives. In 1966, the statement of the public library function reads, "Its function is to assemble, organize, preserve and make easily available to all people the printed and nonprint materials that will assist them to:

1. Educate themselves continually
2. Keep pace with progress in all fields of knowledge
3. Become better members of home and community
4. Discharge political and social obligations
5. Be more capable in their daily occupations
6. Develop their creative and spiritual capacities
7. Appreciate and enjoy the works of art and literature
8. Use leisure time to promote personal and social well-being
9. Contribute to the growth of knowledge."

In all three statements of standards, children and young people are expressly included; emphasis is given to service to all ages and groups.

Children's librarians, sharing in the major objectives of the public library of which their work is an integral part, as reported in Harriet Long's Rich the Treasure have summarized the particular aims which motivate service to children as follows:

1. To make a wide and varied collection of books easily and temptingly available.
2. To give guidance to children in their choice of books and materials
3. To share, extend, and cultivate the enjoyment of reading as a voluntary, individual pursuit
4. To encourage lifelong education through the use of public library
5. To help the child develop to the full his personal ability and his social understanding
6. To serve as a social force in the community, together with other agencies concerned with the child's welfare.

The public library's concern for children and their community life and the skill and effectiveness of children's librarians in realizing these objectives are basic to the "outreach" that is the hallmark of the undisputed success of public library service to children. The "home library writ large for the community" concept of the public library influences its work with the home and parents of the community; other adults, working directly with children, recreation directors, church school teachers, youth organization leaders, social workers, child psychologists, and teachers are amongst its adult clientele. Served also are the adults that have an interest in children's materials--students of children's literature, writers, and authors. Services extended outside the library to those children in the community who are homebound, in hospitals or institutions, in day-care centers, in migrant camps, neighborhood youth agencies, and other community agencies serving children, have begun to have greater emphasis now that schools have accepted library service as a fundamental part of their elementary school program.

The children's service staff establishes a sound working relationship with all groups, institutions, and agencies whose common objective is the welfare of children. They serve as a community information source for children's materials, and their resources should be widely publicized to motivate maximum use. Children's services include a well selected collection of reading materials, individual reading guidance, reference help, and a variety of library-oriented activities, such as story hours (beginning with the preschoolers), audio-visual programs, reading or discussion groups, creative dramatics, and book talks. Book lists, displays, and exhibits are other areas of service.

In 1960, Young Adult Services in the Public Library was published as an expansion of Public Library Service to stimulate development of work with young adults in public libraries and to meet the increased demand from librarians for information and guidance in this special field. Because of the confusion in terms, YASD had officially adopted the term "young adults". The purpose of this specialized service was stated thus, "Reaching the teen-agers and young adults, stimulating and delighting them with the fascination of good books, developing reading interests to extend knowledge and to broaden horizons and helping them to accept the responsibilities of living in a complex world--this is, in essence, the purpose of work with this age group. Work with young adults is definitely a part of adult work in the public library. It differs only in focus and emphasis--the focus being the individual and the emphasis, expert reading guidance." Library sponsored group activities, in and out of the library itself, tailored to young adult concerns and using films and recordings heavily, involvement with youth-serving agencies and organizations, participation of young adults in planning of activities and in book reviewing, both published and using the radio and television media--all of these were firmly established as elements of the specialized service. The trend in the '60's seemed generally to be to young adult areas rather than separate rooms; some library systems shifted concentration of specialized staff to the young teen-ager.

The concept of library systems, first introduced as the larger unit of service in the 1948 National Plan for Public Library Service, noted as the most important single recommendation of Public Library Service, and by 1966 adopted completely in Minimum Standards for Public Library Systems, has resulted in a growing equalization of library service to youth, wherever he may live. In the 1969 Nelson Associates' Public library Systems in the United States report of judgments of directors, we read, "It is noteworthy and consistent that one of the services which has increased most under system sponsorship but which remains an offering of fewer systems--youth specialists--should be cited as a service many systems are eager to add."

With the advent of LSA and LSCA federal funds for the development of public library service, state library agencies, which from the very early years of their establishment had been concerned with service to youth and provision of books and reading for them, have included youth in their plans for expanded service. First, it was rural youth as a segment of the total rural population, and then the strengthening of service through system development, which has its impact on better service for both urban and rural people of all ages; in the past few years, emphasis has been placed on the disadvantaged--inner city,rural, migrant, black, Indian, Spanish-surnamed. Scholarships for additional public librarians have been written into many state plans. Departments of Education have used federal funds provided by the Elementary and Secondary Education Act in many of its titles, particularly Title II, for the strengthening of school library resources and services and for disadvantaged students. NDEA and the Higher Education Act have provided funds for school library resources and equipment in particular fields and for training institutes, scholarships for librarians, and research in the field of librarianship. State Departments of Education and state library agencies have been strengthened in their school library supervision and youth consultants. USOE, which first appointed a specialist in school libraries in 1929, followed by the position of specialist in school and children's libraries in 1938, has established three positions of particular import to library service to youth, the Public Library Specialist in Services to Children and Young Adults, the School Library Specialist, (Library Planning and Development Branch), and the Chief, Instructional Resources Branch, Bureau of Elementary and Secondary Education.

Now, with the reemphasis on the public library's responsibility for adults, the prevailing concern for research, reference and information networks, and the changing rôle of the public library's service to youth--with the imminent publication of Standards for School Media Programs, spelling out a complete range for youth of backup resources for school and leisure purposes, plus a systems hierarchy that operates within the formal structure of public education resources--with the responsibility on the part of state library agencies and local library agencies to develop interlibrary cooperation of all types of libraries, we come to the present. And the question is, where do we go?

*Mrs. Eloise Jones Groover, Director, Educational Media, Florida State Department of Education, reviewed the development and current status of school library service available to youth in Florida.*

## TELLING IT LIKE IT IS

### School Library Service to Florida's Youth: 1969

Public education in Florida dates back 150 years to the time when Florida was organized as a territory. However, there was no real public school system until after Florida became a state in 1845. In fact up to 1845, Franklin and Monroe counties had established the only truly public schools in the state.

The first real state school system was authorized in 1849 with the State Registrar of Lands designated as State Superintendent. Under this system county judges were to serve as county superintendents and local boards of trustees were to be elected by the taxpayers.

The Constitution provided for a State Superintendent of Public Instruction, authorized the state school system, and established a State Board of Education composed of Cabinet officers. The Governor is president of the Board, the Commissioner of Education is its executive secretary.

Certainly one of the most significant steps in developing an educational system for Florida was taken in 1947 when the Legislature enacted a comprehensive school plan--the Minimum Foundation Program. On the basis of studies made between 1945 and 1947 by the Florida Citizens Committee on Education, with hundreds of citizens participating, the Minimum Foundation Program became law. The premise of the law was that every child in Florida regardless of the wealth of the county in which he lived deserved equal minimum opportunities for an adequate education and that the state and the county had a joint responsibility to provide those educational opportunities.

The law provides for a "basic teaching unit" based upon each 17 to 27 pupils in average daily attendance depending on the size of the school and its degree of isolation. In addition to the regular "basic units", the program gives extra units for vocational and adult education, for classes of exceptional children, for librarians, for supervisors of instruction, for kindergartens and for administration and special instructional services.

One Special Service Teacher Unit (ST) is provided for each eight basic instruction units. These units provide for the administration of the school program and make possible the services of special instructional personnel not provided by basic units. Each county decides how to use its ST units and submits plans for their use to the State Department of Education. Under the ST program, authorized services are made for principals, librarians, guidance personnel, visiting teachers, county coordinators, and teachers of physical education, music, art, industrial arts, remedial reading, and a host of others.

In recognition of the need for professionally trained and experienced specialists in curriculum and instruction, the Minimum Foundation Program provides for one or more supervisory units in each county. Supervisors are staff rather than administrative personnel and are required to devote full-time to working with teachers, principals, and other instructional personnel.

The Minimum Foundation Program recognizes that education is a continuous year-round process and that children grow and learn during the summer months as well as during the regular nine-month school session. To make a desirable program of activities for children during the summer months, the Minimum Foundation Program provides salaries for teachers and principals who are employed for services during the summer months.

The summer program is carried out in all of Florida's 67 counties. The types of programs offered includes: summer camping; directed play activities; handicrafts; dramatic productions; excursions and field trips; library services; music; special events as tournaments, hobby and talent shows. Florida was the first state to provide a summer education enrichment program on a statewide basis. More than half of Florida's school children voluntarily return to school for some period during the summer to participate in the enrichment program.

In 1959 the Legislature amended the Minimum Foundation Program to permit salary funds for summer academic instruction. Instruction in academic subjects is now being offered to students during the summer months in more than half of the counties of the state.

Under the Minimum Foundation Program, the State is charged with the responsibility for prescribing standards for the accreditation of schools and for the certification of personnel. Recommendations pertaining to teacher education and certification are made to the Commissioner by the Teacher Education Advisory Council which is a legally constituted body composed of lay citizens, representatives from the teacher education institutions, the public schools, and the State Department of Education.

There are certain basic requirements common to all types of Florida teaching certificates. In addition, specific requirements are maintained for various special certificates. A special certificate for library and audio-visual service requires general and professional preparation plus a minimum of twenty-four semester hours in library and audio-visual education. The media concept is emphasized by these certification requirements.

At the present time, certification for educational media specialists is being considered by the Teacher Education Advisory Council. This certification, when accepted, will replace the present certification in library and audio-visual services in addition to strengthening the pre-service education of professional personnel in public school libraries or media centers.

Standards for school libraries are included in the general Accreditation Standards for Florida Schools.[1] The standards are divided into three levels: Level 1, Level 2 and Level 3. Level 1 standards delineate basic indispensable essentials in a school program. They naturally tend to be objective and quantitative in nature and include items which are easily appraised. Level 2 standards are intended to insure functionability of the school as an institution and give scope and effectiveness to its program. While they are of great importance, they are not considered so significant that missing one of them will cause a school to be classified as non-accredited. Level 3 standards designate qualities which make it possible for the school meeting a large number of those standards to achieve added effectiveness in its program and to offer goals for long-range planning and achievement. The standards establish a minimum standard of compliance below which no school may go and be accredited and offer substantial stimulation to these schools with richer possibilities for achievement.

The standards for school libraries are included in the section which deals with the over-all school program, and no differential is made between the standards for elementary school library and for the secondary school library. Library standards give specific requirements for facilities, personnel, financing, printed materials, non-print materials and equipment, specific area materials and equipment, goals and evaluation.

The State now has revised the accreditation standards for Florida public schools and these standards will become effective in 1970-71. In addition to the revised State standards, the American Association of School Librarians and the Department of Audio Visual Instruction have just released a publication, Standards for School Media Programs.[2] These new national standards focus sharply on the vital liaison between quality education and a school library program which embraces all types of printed and audio visual materials. The Standards give those concerned with media programs sound qualitative and quantitative criteria for improvement in terms of the significant social changes, educational developments, and technological innovations of recent years.

Florida has pioneered in the development of the philosophy of the school library as an instructional materials center or media center. Long before the 1965 conference when the members of the American Association of School Librarians adopted an official statement affirming the belief that school libraries should be administered as comprehensive instructional materials centers, Florida librarians were actively supporting this philosophy and operating school libraries in accordance with it.

Dr. Shores[3] referred to this philosophy as the "shot gun wedding" of print and non-print materials. On this point, I disagree. A philosophy so conceived could neither succeed nor endure. Contrarily, the philosophy of the library as a materials center is based on the belief that a dynamic program of school library services is one in which listening and viewing assume a vital place beside reading and research. Based on this point of view it does succeed, and it endures.

The media center offers a wider range of services, includes more varied types of materials in its collections, provides different physical facilities and requires more imaginative use of the library staff. Books and printed matter may still form a major part of the library collection. In fact, these collections usually become larger and more varied as the library acts to meet the needs of vitalized curricular. The principal difference in the media center and the traditional library, however, is in its wide use of auditory and visual materials.

Teachers obtain these materials and the necessary accompanying equipment from the library or media center for classroom use; students use the materials in the library and check out for home use. Some libraries allow students to borrow equipment and material for study at home. Most of them offer flexible loan periods; equipment and material may be kept for extended periods in classrooms, laboratories, and other study centers.

Media centers at the county or multi-school level have also been developed in Florida. These centers offer services to supplement the school library. A media specialist or supervisor has the administrative responsibility for such a center. There may be a "one-man" staff, or the service may be of such volume that assistants--clerical, or professional, or both--are provided. In some of the very large counties, several professionals work in the media center, each with a specialization for which he is responsible. Specialists in television, projected materials, printed materials, graphic arts, etc., work cooperatively in such a center under the direction of a designated coordinator or supervisor.

As we review the status of school libraries in Florida, we note that challenges abound. One crucial challenge which is shared by the nation and by all types of libraries is that of personnel. During the school year 1967-68, approximately 2,000 librarians served the one and one-half million students in attendance in the Florida public schools--an average of one librarian for each 750 students. AASL Standards recommend one professional librarian for each 250 students.

The American Library Association recommends a library supervisor for any school system which includes as many as five or more schools enrolling more than 200 pupils. By this criterion fifty-eight of the sixty-seven counties in Florida should employ library supervisors. According to the latest reports I have, there are currently sixty-six library supervisors representing thirty-two counties.

Several counties have employed library clerks for a number of years. With the advent of federal funds and Educational Improvement Expense funds many additional clerks have been employed. We can expect this practice to expand.

Challenges abound in the areas of recruitment of professionally qualified personnel and in the area of in-service training.

We have recently made a study of the number of schools within each county which meet each level of the accreditation standards for school libraries. While the final computations have not been made, it is obvious that this area, too, has its challenges. For example in 1967-68, 99% of the school libraries met Level I book collection standards. On the other hand, only 46% met Level III.

On the brighter side, Florida is making tremendous strides in attaining school library programs which meet the needs of students and teachers.

TELLING IT LIKE IT IS (Continued)

Both on the school building level and frequently on the county level, school library programs are being developed which approach excellence. Almost without exception the systems which have outstanding programs are those which employ professionally qualified library supervisors.

I wish it were possible to take each of you on a trip over the state so that you could view for yourself some of the physical facilities which boys and girls enjoy in their school libraries. Many of them are attractive, spacious suites which are air-conditioned and carpeted.

More exciting than physical facilities are some of the programs being developed. Throughout the state, schools are experimenting with non-graded programs, team teaching, programmed instruction, and various other innovative programs. In each case the school library plays a significant role.

One of the most interesting and certainly one of the most publicized programs is found in the experimental complex in Fort Lauderdale. Nova Elementary and Nova Junior-Senior High are part of an educational complex called the South Florida Education Center. When the complex is completed, a young resident of Broward County will be able to start his education at age three in the pre-kindergarten and continue on the same campus until he earns a Ph. D. in the physical sciences. All this time he can learn and progress at his own rate of speed, free from traditional age-level grades. The schools operate on a trimester plan, with the traditional Christmas and spring vacations, plus four weeks off in August.

Team teaching is highly developed at Nova, and ample time and space for teachers to do the planning necessary to make team teaching workable is provided. Important lectures are put on video tape so that they can be replayed for students who want review or need to make up a class. A full-time artist is available to help develop slides for overhead projectors and other visual teaching materials

There is a television control center where students write, produce and transmit their own programs. Each classroom has direct telephone communication with the control center. A teacher can, with a finger's dialing, order a broadcast directly to her classroom from a wide variety of audio tapes, video tapes or live television programs from Nova itself or from outside TV channels.

Halls are carpeted and all buildings are air-conditioned. Classroom space is flexible and can be adjusted to accomodate groups from two to 200 students.

Instead of a central library, each building has its own "resource center", full of books and study tables. The center also contains private carrels, each equipped with a typewriter. There are individual cubicles, each with a small television screen, ear phones, and dial. Here students can dial a desired TV program (from commercial or educational channels) or a video-taped classroom lecture. In other booths students can listen to language tapes in Spanish, French, German, Latin or Russian. Nova is also building its own information retrieval system which includes a film-sort camera, key-punch microcard readers, a card sorter, and a reader-printer for reprinting microfilm.

Should we fail to take cognizance of the impact of federal legislation on school library programs, we would certainly be remiss.

Of the projects submitted under Title I of the Elementary and Secondary Education Act (ESEA), many have provided library materials, facilities, services, or personnel. Many library clerks have been added to individual school library staffs and to the staff of county materials centers. Library services have been extended to include after school hours and Saturdays. Professional librarians and library aides have been employed.

Many facilities have been remodeled or expanded and equipped with new furniture. Centralized processing centers have been established or expanded. Professional libraries have been established, portable libraries for schools where no space is immediately available have been purchased, and all types of materials have been ordered to increase library holdings. All this in addition to funds spent on school library resources under Title II, ESEA have made a terrific impact on educational opportunities for boys and girls in Florida.

Surely Dr. Frances Henne was right when she said; "Librarianship is the most exciting and most rewarding profession in the world."

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1. Accreditation Standards for Florida Schools.

2. ALA American Association of School Librarians and N. E. A. Department of Audio Visual Instruction. Standards for School Media Programs. 1969.

3. Dr. Louis Shores, Dean-Emeritus of the School of Library Science, Florida State University.

*The present level of public library service to youth was described by Mrs. Mary Jane Anderson, Public Library Consultant, Florida State Library.*

## TELLING IT LIKE IT IS

### Public Library Service for Florida's Youth: 1969

The most startling discovery I made as I gathered and studied the available statistical information about Florida's public library service to youth is that in the provision of this service librarians agree upon only two things. First, all public libraries are, at the present time, providing books for some young people. Second, all public libraries seem to believe the "children's" books they provide (all define "children" differently) should be segregated in some manner from "adult" books. A separate room is nice, but a corner or even two shelves will do.

There is absolutely no consensus on any other aspect of library service to youth. There are almost as many "ways-to-do-it" as there are libraries. Which creates for me an interesting problem: How to describe in the twenty-five minutes I have allotted myself the public library service currently available to youth in Florida today.

One word, erratic, best sums up that service. I could, indeed, add two more adjectives: Inconsistent. Unequal.

You, who are attending this conference for the stated purpose of determining the future role of Florida's public libraries in service to Florida's youth, need more than adjectives (however accurately they describe the situation.) You need solid information about the current level and quality of service.

From the questionnaire on service to youth which Florida librarians answered in January, in addition to their annual statistical report to the State Library, I shall present some of the "measureables" (as Mr. Doms called them this afternoon.) From these indicators, from my visits to libraries through the state during the past two years, and from my professional work experience in Florida over the past ten years, I will draw some conclusions as to level and quality of service.

Let's look first at the materials currently available to Florida's youth in the libraries we operate.

The size of our juvenile book collections is a measureable and throughout the state, on the average, 27% of our library book collections are so cataloged. Libraries with budgets under $25,000 annually average only 18% but the larger libraries serving the majority of Florida's citizens cluster at 27%. We are currently spending an overall average of 18% of our printed materials budgets for children's books.

The size of our young adult book collections is an immeasurable as is the percentage spent upon them. Our libraries tend to do one of four things with "young adults" (and they all define a young adult differently.) They may:

1. Provide a staffed separate room.
2. Provide a separate collection located in the adult collection or, just as often, near the children's collection.
3. Set up a browsing rack near the adult collection on which they place selected, rotating items from the adult and children's collection.
4. Give the young adult the run of the entire adult collection.

The quality of the book collections for youth is, of course, another matter and I can give you only some indicators and personal observations.

Only eighteen public libraries in this state have a written selection policy for children's books; all but four of these consist of a one paragraph statement in a general policy, so general as to be absolutely worthless. Only five libraries have a written policy on selection of young adult books. Two of these give specific, as opposed to "buy good books", guidance.

My professional observation upon the quality of the children's collection is: Only two library systems in the state are presently providing book collections that have the range of quality necessary to serve ghetto as well as suburban youth; that reflect budgetary awareness of the necessity to purchase quantity needed for serving youth; and that are weeded regularly so that the books in excellent condition are offered consistently to youth. The average medium-sized public library has a book collection of fair quality, but lacking deplorably in quantity and condition. The average small public library has a few children's books, in ratty condition, consisting predominantly of publisher's remainders and full sets of Nancy Drew, Hardy Boys, and Honey Bunch.

I have spoken of books and I am very conscious that in the age in which we live our young people are affected to as great, if not in some cases greater, an extent by what they hear and watch. Florida libraries, if one judges by the number having collections of films, recordings, tapes, and framed art reproductions, have not really awakened to a revolution that's already documented history. If a library offers any type of A-V materials to its public it does not (except in extremely rare cases) allow children access to them. Only half of the libraries circulating non-print media allow teen-agers access to them.

Now let's discuss personnel. We hang all sorts of titles on them but Florida has, today, seven Coordinator's of Children's and Young Adult Services, eight Coordinators of Children's Services, four Young Adult Librarians and a dozen Children's librarians. Of this total of thirty-one, fourteen have Masters Degrees in library science. Four of these received their degrees in the past year under State Library scholarship grants. Sixteen have Bachelors degrees, usually in a subject field. There are ten more persons employed in public libraries, working full time with youth who have less than a Bachelors degree. Observation: The quality of the service program is not necessarily dependent upon what kind of degree the person holds, nor is the quality of the book collection. But, the two libraries that I mentioned earlier that far out distance all others, have had professional coordinators for the past ten years at least. Another observation: Libraries with no children's librarian tend to have the paltriest collection and make the least effort to serve youth.

Positions open for children's librarians? That is if we had them, would we hire them? ZERO. We do need two coordinators of service to children, but these require a MLS and 4 to 6 years of experience. Salaries for grade I librarians with an MLS range from $5,500 to $7,410. It seems almost superfluous to observe that no one in his right mind possessing an MLS needs to begin, much less work 4 years, at those salaries.

For non-professional children's librarians the salary range defies rationality. With a high diploma one might begin at about $3,800. With a Bachelors degree the beginning salary ranges from $4,030 to $7,212, averaging around $5,050. I might remind you at this point that beginning school librarians with Bachelor's degrees are now making at least $6,000 in every county in Florida.

There is very little leeway for specialization advancement. Only one library system has a three-tier professional youth services structure. Only two library systems allow their Coordinator of Youth Services to expect to ever earn more than $10,000 a year.

The children's and young adult librarians we do have suffer uniformly from lack of sufficient clerical assistance. I attribute this directly to administrative decisions. Administrators will uniformly retort "Not us; civil service," but you will agree, I'm sure, that it's seldom the youth services librarian's fault she or he doesn't have the help needed to effect the programs she or he dreams of.

And that brings us to services. If you think the personnel picture dismal, I'm sorry to say the services picture isn't much rosier. That it is rosier in some places is due, I believe, to fierce determination on the part of children's librarians to stretch themselves a little bit farther.

Reading guidance of a professional quality given either by professional librarians or non-professionals trained "in-house" is not available in 80% of the libraries in Florida during the hours young people can use the library, from 4 to 9 p.m. weekdays and on Saturdays and Sundays.

Regular reference service given by professional librarians in a children's department and/or at reference desks is available in only ten public libraries in the state at all hours the library is open.

The restrictions placed upon children's use of library services run the gamut straight to the ridiculous! A lot of time and effort must go into making library rules and regulations in Florida. They certainly show creativity, imagination and great individuality.

"Only 2 books of non-fiction"
"Only 1 book on a subject"
"Three book limit"
"Five book limit"
"Two book limit"

42% of the libraries report that children are allowed free access to the adult collection. Our teenagers fare a bit better. 77% of the libraries allow them open access. But that other 23% restrict loan of the records, the films, or as I mentioned this afternoon the "back shelf" books.

To make sense of the wild variety of policies on when a child can have a library card is a job for a statistician. The creativity I mentioned before certainly evidenced itself here. The most agreed upon times are 1) anytime or 2) when a child can write his own name, but the majority of the libraries reported policies ranging from "Child must be in second grade" to "Must be able to read" to "No child can have a card; we only have family cards."

It took three sheets of legal paper to record all the policies pertaining to when an "adult card" is issued. Twenty-eight libraries make no differentiation in cards for children and adults. Fifteen libraries issue adult cards for children at the ninth grade. The other seventy-six libraries range from no policy to policies for every year and every grade from age eleven to age twenty-one.

Probably the one library service most appreciated by adults whose need usually introduces them to it--interlibrary loan service--is denied to children in at least 80% of our libraries. Only a few of the other 20% admit to actively and often encouraging and suggesting its use to children. Teenagers fare somewhat better. 42% of the libraries report "often" encouraging young people to avail themselves of the service. And while I would not wish to question the veracity of the reporting librarians, I would remind you that the administrator tended to be the one filling out the report, and he is not, in most libraries, at the service desk. He reported policy. What happens in actual staff practice may be, as he will be the first to admit, something else again.

Library programs for youth? 85% of the libraries conduct a vacation reading program for children. The next most common activities are the traditional story hour and the read-aloud story hour. 32% of our libraries feature puppetry regularly, although I should add that puppets are "in residence", created and used by the staff, in only three libraries. Junior Leaguers and Junior Women of the state sponsor and conduct most of this activity. For young adults during 1968, five libraries sponsored either a summer series or occasional programs.

We are not experimenting to any measurable degree in any library system with innovative programs. Isolated small experimenting, yes, but infinitesimal in comparison with experimental programs in Florida's public schools.

Let me conclude this discussion of services with book circulation. We can measure the j books we circulate, and that circulation averages, throughout the state, 32% of all circulation. I believe we can very conservatively say that young adult circulation at least equals j circulation. Children can usually take a limited quantity of books--one at a time, two. Teens tend to be treated as adults in quantity of loan policies. This means, if you'll buy my conservative estimate, that 64% of our loans are made to youth.

Psychologically, perhaps it is poor planning on my part to have so arranged the program that we end tonight's session on a downbeat. But the facts you presented in the questionnaires, my observations as your state consultant during the past two years, my experience in working as a colleague with each of you during the past twelve years are responsible for the picture I have drawn tonight.

I will repeat once more in conclusion the evaluation with which I began this presentation: Public Library service to youth in Florida is erratic, inconsistent, unequal.

This is, indeed, a down beat. I would hope you would face tomorrow with a desire to either change the tempo or stop the music.

*On Friday the conferees met in small work groups to which they had been assigned. The group leaders (MISS VIRGINIA HEFFERNAN, DR. RUTH ROCKWOOD, TRAVIS TYER, MISS ELIZABETH BURR, AND MISS MARY ANN WENTROTH) and recorders (members of the State Library staff) had met together prior to the conference and had received the following general instructions:*

## WORK GROUP MECHANICS AND GROUND RULES

1. Group assignments for participants have been made on the basis of type of library, type of job, personality and sex to achieve as much balance as possible. Administrators and youth services librarians from the same library have been placed in different groups. No one may change groups.

2. Group assignments have been made for observers only for the AM session. They may continue with that group or change groups during the luncheon break. They may not change groups at any other time.

3. Group assignments have not been made for Mr. Doms, Miss Broderick, Mrs. Anderson, Miss Winnick and Miss Hanson. These individuals will float.

4. Only participants may have a voice in the group's decision-making process. Miss Broderick, Mr. Doms and Miss Winnick may participate in and contribute to the discussion in a resource role.

5. Observers are to be seated outside the work-group discussion circle. They may not participate under any circumstances in the discussion or decision making.

6. Recorders may not participate in discussion. They have been given two sets of record sheets:
   a. On Set I they will record impersonally the flow of discussion by the group trying to convey the mood of the group as they see it through noting view points as expressed, friction points, and quotes when possible.
   b. On Set II they will record as instructed by the group the answers to the assigned questions. The group's wording will be used; the recorder may not rephrase or interpret. If the group requests a minority opinion be recorded it should be put on the back of the sheet along with the number of members holding this opinion.

7. The group leader is responsible for:

   a. Leading the discussion and keeping it on target.
   b. Seeing that only the proper people participate.
   c. Leading the group to consensus. Majority rule will prevail.
   d. Assisting the group to phrase its answers so that each group's answers come out in similar format.
   e. Being sure that strong minority opinion is phrased and recorded.

8. Group leaders, recorders, Miss Broderick and Mr. Doms will meet at 4PM in the Treasure Room. Miss Winnick and Mrs. Anderson will preside. Mrs. Mona Adams will record. This group will attempt to bring like answers together; to make decisions as to phrasing so that the final statement will reflect coherently the consensus of the five groups.

9. Where there is sharp divergence of opinion between the groups, this final decision between answers will be left to the large group after dinner. The final statement of philosophy will be voted on by the large group. Majority rule will prevail.

*MISS PAULINE WINNICK, Public Library Specialist in Services to Children and Young Adults with the Library Services Branch of the U. S. Office of Education, apprised the conferees of the format for the discussions, the ground rules, and challenged the, to "have a dream component."*

## CHALLENGE TO WORK GROUP DISCUSSIONS

I am very pleased to be with you. I bring with me the interest and the warm good wishes of USOE's Division of Library Programs. I'm pleased because this gives me a part in your first-time Conference on Cooperative Planning for Public Library Service to Florida's youth. This is possibly a first in the Nation, as well. Here librarians will evolve a master plan. If this can be done here--and it must be done--it may well serve as a model for other States. (Already your summer reading program has influenced other States; Oklahoma's Mary Ann Wentroth is here to substantiate this.)

The Conference pattern has been cut closely and well. It has given us solid background for today's deliberations, discussions, decisions. Yesterday's presentations were masterly in providing perspectives backward and forward in time. Last night we were brought sharply into focus with the facts here and now, in school and public library services.

Today, rightfully, each one of you should be introduced, for each of you will be a speaker, a planner within the group of which you are a part.

You will draw on your professional sensibilities and sensitivities. You will speak for youth and concerned adults who are not here to give testimony on what they want their public library to be, to have, to do, to make possible. You will speak for astronauts' children, migrant children, for those in cities and in rural settings, youngsters with the assets and liabilities of their minority groups. You will speak for the public you may never have spoken to--our non-users. And these embrace readers and non-readers.

But you will speak candidly and, I am told, with spirit and trust in one another. You know each other well, many of you, and your dialogues have readied you for this full day of important options and decisions.

### THE RULES OF THE GAME

Because each group assignment has been carefully made, with considerations of the type of library and position represented, plus other factors, NO ONE MAY CHANGE GROUPS.

Only participants have a voice in the group's decision-making process. If the group wants to call upon Mr. Doms, Miss Broderick, and myself as resource people, they will then and only then have the participation of these three people. Observers have no voice in the discussions.

This puts the responsibility squarely and totally on the Florida librarians for responding to the six large questions--with large thinking. Today we are in an appropriate site to try for a shot at the moon in the '70's. If you can't get way out--in orbit--do soar. Do have a dream component. Let us not be deterred or diminished, by "the way we have always done it", by "we could never do that in my community." Community leadership at this time demands that we take new aim and new direction.

We will never have time--and we will most certainly lose our purposefulness--if we allow ourselves to be hung up on vocabulary and to discuss individual library situations and personal experiences, illuminating as these may be.

We have a taboo: we shall not blame or criticize school librarians or any other kind of librarians, except ourselves, for the dilemma of public library service to youth.

These are the rules.

Here are your guarantees:

--That we shall earnestly seek to record and reflect your thinking accurately.

--That we shall respect your minority opinions when these are identified.

--That we assure you we shall do our very best to mesh the answers when the groups are in agreement.

--That when there are important differences of opinion, you will be part of their solution.

The time is now to plan with imagination and courage for the children and young people of Florida.

Good target.

Good luck.

*After five hours of work group discussion, group leaders and recorders met to attempt to bring together the thinking of the five groups.*

*Although all the questions had been discussed in general through the day, only the first two questions had been answered in depth by each group. When meshed the following statement defined the needs of contemporary youth and objectives for public library service to youth based upon these needs emerged. The statement was presented to the conferees that evening by Miss Winnick and it was approved by the group.*

IN RESPONSE TO THESE NEEDS, THE OBJECTIVES OF PUBLIC LIBRARY SERVICE TO YOUTH SHOULD BE:

To provide free avenues to all ideas via open access to the library's collection of materials that represents differing points of view on all subjects without prejudice or bias.

To offer nonprescriptive avenues toward self-motivated pursuit of interests.

To provide opportunities for stimulation of the creative and intellectual potential of youth.

To promote our belief that reading, listening and viewing can be an intrinsically pleasurable activity.

To perform its unique role as the catalytic agency coordinating all information resources in the community.

To identify and serve those individuals and groups who need specialized materials such as: the physically and emotionally handicapped, etc.

To convey in all our relationships with youth our conviction that he as an individual is an important member of society.

To monitor and be sensitive to the changing conditions of community life and reflect in its program the public library's ability to adapt to emerging needs.

*The following set of discussion questions were attacked by each group:*

1. What needs of youth of different ages, abilities and cultures can be met by library service?
   How can the public library contribute to the fulfillment of these needs?

2. What should be the objectives of public library service to youth?

3. What public library services should be offered directly or indirectly (through another type of library) to youth?

4. What types of material of what ability and/or interest level would be needed to conduct such service effectively?
   How could this material be arranged or housed to assure maximum usage?

5. What personnel would be needed to select these materials, interpret and assist in their use, coordinate and effect the services mentioned? Where should this personnel fit within the library's administrative framework?

6. Do we need an evaluative tool such as Florida Standards for Public Library Service to Youth for use in measuring the progress of public libraries toward meeting the stated objectives?

PUBLIC LIBRARY SERVICE SHOULD MEET THE FOLLOWING NEEDS OF YOUTH:

The need for achievement, for development of independence, for status as an individual and for recognition of individual worth.

The need for establishing self identity, self acceptance, a sense of direction, and a pattern for living.

The need to explore one's world, to become oriented to the larger environment, to develop a sense of social responsibility, involvement and participation in society.

The need for information, intellectual stimulation and satisfaction of curiosity; the need for an opportunity for self-motivation.

The need for inter-action with peers

The need for recreation

The need for physical comfort and privacy

The need for inspiration; for aesthetic sensitivity.

*The question of the desirability of and need for state standards for public library service to youth had been discussed in each work group. To provide background for a Saturday morning large group discussion of the subject, MISS VIRGINIA HEFFERNAN, Director of the Scituate (Mass.) Public Library, shared with the conferees her evaluation of the New York State experience in children's services standards development.*

## TO SET THE STANDARDS. . .

I am very pleased to have an opportunity to participate in your planning session on service to youth for the seventies. Mrs. Anderson invited me to join you with the thought that my experience in developing standards for children's services in New York State might be of interest to you should you decide to undertake a similar project.

This meeting, and the group discussions especially, have been stimulating and thought provoking. Whether you decide to follow up with standards or not, you have had a marvelous opportunity to think about the "why" of what you are doing in library service to youth.

We engaged in this kind of dialog in New York State after our Standards were completed but we probably should have done it the other way around, as you are doing. New York State also had a questionnaire. Dorothy Broderick had made a survey of children's services in 1962 when she was State Children's Consultant. And, so I have heard, the shocked reaction to the findings was not unlike your own upon hearing Mrs. Anderson's report, Thursday night. We can suspect that things aren't as good as they should be but it is unsettling when our suspicions are confirmed in the black and white of an impartial survey.

In 1962, when the New York survey was made, the network of twenty-two county and multi-county library systems had been established in the State. Many of these systems had children's services specialists on their staffs. As they began to work with their many small community libraries these consultants felt a need for some standard or bench mark by which the libraries could measure the quality of their children's services. The consultants felt that something tangible, something with a seal of approval, would lend support when talking to administrators, trustees and municipal officials about improving library service in general and children's services in particular. This need was strongly expressed at the first meeting I held for children's consultants in 1964, shortly after becoming State Children's Services Consultant. At the request of the consultants a committee to formulate standards began in the fall of that year.

The Committee was selected to represent state, system, central and local libraries, as well as city, rural and suburban areas of both upstate and metropolitan New York. The Presidents of the New York Library Association and the N. Y. L. A. Children's Services Section, library administrators from metropolitan and central libraries and a library system comprised a reviewing subcommittee.

TO SET THE STANDARDS (Continued)

There was considerable floundering before the Committee's work took wing. One of the major problems was that, unlike you, we had not defined needs and objectives. We started right in trying to work out formulae for numbers of books per capita, percent of total library budget to be allocated to children's services, percent of juvenile book budget to be spent on replacements, etc. We were developing standards based upon personal conviction, conviction which had grown from years of experience in children's work, from what we had learned in library school, from what revered members of our profession had passed on.

We argued, debated, fought over philosophy, wording and even arithmetic. After more than a year, we thought sufficient progress had been made to present a draft to the reviewing subcommittee and to the systems' consultants for discussion and constructive criticism. Our work was rejected for a variety of reasons which I have finally erased from my mind. We had to start over.

As time rolled along I often had the feeling we were trying to develop a better cannon ball in the atomic age. LSA has become LSCA thus making cities eligible for funds and suddenly we had "disadvantaged" programs which made us take notice of other unserved publics. ESEA blasted across our horizon with some alarming implications for public library service as school library service began to expand. Our meeting now frequently became a philosophical battleground as we considered library service in a new context.

But we did complete the job. We did devise a formula for determining number of volumes for specific population groupings. We did state that 30% of the library's total book budget should be allocated for children's book purchases, and that 2/3 of this amount should be spent for replacements and/or strengthening the basic collection.

We stated that a child should be permitted his own library card as soon as he could sign his own name and had the written permission of parent or guardian; a child should be allowed to borrow adult materials with guidance from the childrens' services staff. These seemed innocuous enough statements but they gave rise to considerable discussion, pro and con.

> "There should be no restrictions as to the number of books a child may borrow at one time."
>
> "Access to the collections of children's materials should be possible during all hours that the library is open."
>
> "Regular use of inter-library loan should supplement every local collection."
>
> "Every library collection, regardless of size should include phono records to meet the special interests of children."

We also endorsed library out-reach service to exceptional children, inter-library cooperation and we called attention to segments of the adult population who must be served by children's services.

TO SET THE STANDARDS (Continued)

After nearly three years of work, the Standards found themselves in print and were distributed to every library in New York State. Two months later, systems children's consultants and directors met for a two day conference on implementing the standards. We were to consider the use of the standards as a guide for future development of children's services in public libraries. We asked ourselves, did we really serve the whole community as the Standards purported we should? We considered aspects of children's services which might have passed the point of usefulness or relevance and, if so, should be discarded or revamped. We asked ourselves what we were not doing because of that ubiquitous three--lack of staff, lack of time, lack of money--or because of our own resistance to change.

Mr. S. Gilbert Prentiss, former New York State Librarian, had been asked to speak at the conference about the Standards as they related to Emerging Library Systems, a document based on an evaluative study that had been made of New York State's public library systems. Mr. Prentiss said the report, Emerging Library Systems, did not make an appreciable contribution to the problems of work with children, per se, although it enunciated a good many general principles as applicable to children's work as to any other segment of the total library function. He had some thought provoking remarks to make about one statement in the Standards to which all of us should pay heed. The remarks were in reaction to the sentence:

> "An aspect of training which applied at all levels (state, regional, local) is that of orienting all staff members to the philosophy and goals of work with children."

To quote Mr. Prentiss:

> "I couldn't agree more heartily. But at the same time, I can't help asking, in all sincerity - where does one find out about the philosophy and goals of work with children?"

In the New York Standards we had set forth as objectives, those excellent and oft quoted statements from Harriet G. Long's, Rich the Treasure. We had also made a statement to the effect that children's services provide materials and services to meet patron's informational and recreational needs: that the public library focuses on the individual, permitting him to use its services voluntarily and independently. But these statements were not enough for Mr. Prentiss who wanted to know what the social justification was. He was not singling our children's services for he said:

> "Where does one find out about the philosphy and goals of public library service in general? In our literature, at our meetings, and in the administration of our libraries we have been so preoccupied with the question of how we run our libraries that we have long since stopped asking the questions of why. If you were to ask the average library administrator or staff member what it is he is trying to accomplish in his library he will invariably reply in terms of ALA standards for size of staff, size of collection, per capita support and so forth. He is trying to meet these standards which is a worthy enough objective, but why? For what purpose? To what ends? The ALA standards are not an end in themselves; they are a means to an end.

> "What I an trying to say here is that as a profession we are riding high on the social concepts and objectives which made good enough sense in the Carnegie period; but, believe it or not, things have changed since the Carnegie time. I submit that one of the chief reasons we don't even try to measure the use of our libraries, except in terms of circulation, is because we are so secure in our position of being the good guys, and in our assumptions that all of the 'Why?' questions have been answered and that we can just likewise assume complete social justification of our role."

You can see that those questions with which you were hassling yesterday have given others trouble, too. I think that you are one up on New York because you are trying to find the "why" before you get on with the "how." I sincerely hope that you continue to ferret out that why, that you meet the challenge. You will then go on to a great period of service to youth in the seventies.

*BILL SUMMERS, State Librarian, led the discussion which followed Miss Heffernan's presentation and resulted in passage of the following resolution:*

This conference recommends that the Chairman of the Public Library Section of the Florida Library Association present to the Florida Library Association Executive Board this assembled group's desire to see activity initiated leading to wholesale revision of Florida Standards for Public Library Service (1967). Such revision should include standards specifically relating to youth and adult services. The Executive Board should also be advised that this assembled group believes there to be a direct relationship between the need for revised standards and the work of the recently organized library study committee authorized by the 1967 Florida Legislature.

*Throughout the conference MISS DOROTHY BRODERICK, Associate Professor of Library Science at Case-Western Reserve University, played a variety of roles--observer, provocateur, and resource consultant. Her critique of the conference proceedings and challenge to its participants concluded the program.*

## CONFERENCE CRITIQUE AND CHALLENGE

In the past days as I wandered from group to group, certain subjects came up with regularity. One of them was the criticism of library schools and since that is my beat, perhaps you will forgive me if I begin there.

There are lots of things wrong with library schools. Part of what is wrong is some of the people who teach in them; part of what is wrong is some of the people who won't teach in them. Most library schools can't match the salaries paid out in the field so by the time a person has the skills and background to be a good teacher, few schools can afford him.

Part of what is wrong with library schools is some of the students we get; and some of what is wrong is the students we don't get. We have our duds every year, and they got into school by having glowing recommendations from the practitioners in the field. All schools, everywhere and in all subjects, are not getting the number of highly qualified students they would wish for. This is a simple matter of arithmetic; there are not enough bright people around and no amount of recruiting can change that.

Some of you--mostly the young ones--commented on areas you felt deficient in such as psychology, sociology, political science, etc. Now, may I remind you that our students come to us with a minimum of sixteen years of formal education. If there are gaps--and there are--it is the fault of the educational system in this country and no graduate professional school can magically make disappear the shortcomings the schools have worked so hard at achieving. Library education is not the end, it is the beginning; if you feel the need to know more in certain areas, take a course from your local university. If you don't have a local university, as a last resort, may I suggest you use the books on your library shelves to fill in your gaps? If the public library is truly a "people's university" then let librarians show the way by using it for their own education.

Then, it was mentioned that we needed more people who combined sterling intellect with passionate commitment and sensitivity to people. Wonderful! May I remind you that our students are adults; they come to us with a full set of values and attitudes acquired over years of living. Those capable of change and growth will change and grow; those who gave up maturing at the age of five will not take up the process again because we wish they would. If I knew how to take insensitive people and turn them into human beings who cared deeply for others, who were willing to work day in and out for the betterment of mankind instead of their own bank account, I would begin working my magic on the Congress of the United States, the state legislatures, and others in power; I would not keep the magical formula locked up in a library school.

So much for your complaints and my responses. Now let me register my complaint. Mr. Doms talked about "fire-fighters" and in his context, the phrase was fine. But there are some of us who see our jobs as "fire-starters." The trouble is, there are very few places in the library world where administrators are happy about having bright, creative people on their staffs.

They complain about the library schools—but more often than not, they are complaining about the students who delight our souls, not about the bird-brains.

The saddest time of year for me is Christmas. There is no joy in the letters that come from students who went to work the preceding summer or fall. It is a disgrace to misuse human potential as badly as it is being misused in most of our libraries across this country.

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Let us turn now to the work you have accomplished in these last days. Whether you quibble about "monitoring sensitively" or "sensitively monitoring", the end result is that you have drawn up an excellent list of the needs of youth and the ways libraries should meet those needs. You have every right to be happy with yourselves; smug is the word. Be happy, but not too happy. Your work has only begun.

In listening to you say all the right things (and where would we be in listing the needs of youth if May Hill Arbuthnot had not written that first chapter in Children and Books?), one thing bothered me. The beat is all wrong. You are talking about the youths you were, not the youths we should be serving today.

I grant you that human needs do not change; but the ways in which they are satisfied do. And if you are to know how to meet needs, you must feel the beat of the group being served. Let's test your knowledge.

Do you think Alice's Restaurant is a place for a cup of coffee and a hamburger?

Do you know who wrote If I Had a Hammer?

Would Sgt. Pepper's Band be likely to play John Phillip Sousa marches?

Who is Janis Ian? Odetta? Rod McKuen? When someone says Dylan, do you think Thomas instead of Bob?

Beyond specific knowledge, does there lurk within your heart the assumption that if young people like something, it probably isn't very good? Do your record collections reflect the needs of youth to live in their own world, or are you committed to trying to give them what you think is good for them rather than what they think is good for them?

I'll make a deal with you. Buy Alice's Restaurant and if you don't really dig it, I'll reimburse youffor it--if you promise in return to stop pretending you're ready to work with youth.

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The important question to be asked is what are you going to do about your lists when you get back to your libraries on Monday morning? Some of the changes we must make in working with youth are long range goals; but there are specifics we can begin with.

First of all, do you mean what you say when you observe that young people should be treated as individuals? If you do, take a look at all the rules and regulations you make which single them out as one anonymous group. There should be no regulations about the number of books they can borrow; one individual may need ten, another one. Let each have the opportunity to satisfy his need in his own way.

Do you penalize youth by limiting certain services to adults? Do you tell young people the library isn't the place for planning the Friday night bash while letting the ladies talk about their PTA meetings or bridge clubs?

If there are differences among youth as individuals, there are differences in communities. Are you still hung up on charging fines to people who barely have enough to eat?

Look at every rule and regulation you have in the light of the needs and services you outlined. What is the "credibility gap" between what you say and what you do?

I realize fully that to be asked to look with new insight at old ways is traumatic. Let me plead with you not to get hung-up on the "we've always done it that way" syndrome. Moreover, do not take change personally. Do not feel that because a regulation needs changing, it was never any good. Settle for admitting it doesn't do the job now, and don't flagellate yourselves.

Finally, I would suggest that as a long term procedure, library staff meetings be devoted to keeping up with youth. Once in a while, break out of the pattern of "Mickey Mouse" details that pervade most staff meetings and do something different. Listen to youth's records; discuss the television shows and movies youth is responding to; and plan discussion groups for staff built around the many excellent books coming out on modern youth. We do these things for our patrons; let us now begin to do them for ourselves.

We have no choice. The radical youth movement is here to stay; it is not going to go away because we wish it would. It has too much truth on its side to lose. It also has a never-ending line of young people to take up the battle when this group tires. We, the adult world, cannot win the fight. So we'd better plan on joining them; or at the very last, establish a little domain on the fringes. Libraries have been exempt from most of the rebellion--so far--mostly because we're so inconsequential nobody can be bothered with us. But they'll get to us; it is inevitable, and some few libraries better lead the way in removing the complaints before they're articulated by the movement.

You have made a beginning these past days. There is no reason why Florida libraries can't set the pace for the nation. If you try.

*Two weeks after the conference an evaluation questionnaire was sent to each of the participants. Their candid responses, reproduced here, show clearly some of the strengths and weaknesses of the conference structure in a problem-solving situation of this nature.*

## QUESTIONS - SERVICE FOR THE 70'S

1. Suppose you had to make a report on this conference to your staff or to your library board. What would you report the conference accomplished that was

    a. Of immediate value to your library?

    Administrators said:

    We'd better get with today's library materials that schools already routinely provide: tape recorders, 8 mm films, microfilms, movie cameras, etc.

    It gave us a new insight that children are people too. We immediately removed the limits of number of books children could take out, allow children under 14 to check out records, and use record players without adult supervision.

    We needed motivation to get us to plan and ask city fathers for a coordinator of Youth Services on an equal par with the coordinator of Adult Services. Brought out the importance of youth services to administration. Also started us thinking about where and how youth services (and all library services) should aim programs.

    Very little.

    Made me decide definitely to return our "high school" collection to the regular stacks and to use that space for other things when we are making some building changes this summer.

    Created a desire to provide good service to the youth of our community. Responsibilities of the P.L. were very well outlined.

    The conference helped participants to develop a greater awareness of the importance of good library service to young children and young adults.

    The conference provided exercise for its participants in the thinking or re-thinking of the role of the library--what is to be accomplished; how can it best be done. Most of us do not make the time to do much of this during the library work day. The guidelines which were drawn up were quite good--most of them can be found in "the books" but those of the conference are more meaningful since I am aware of the thinking behind them.

    Reinforced opinion that a position of consultant, Children and Young Adults, should be established within the Extension Agency.

    Re-evaluation of present rules, regulations and procedures for service to youth to update them in view of recent social changes.

    Lack of qualified personnel in the area of Children's work in our system and need of such person.

1. a. Youth Services Librarians said:

Defining youth's needs and formulating the objectives of public library service to youth helped me to assess our library's areas of strength and weakness. I was able to go home and make plans to capitalize on the former and to eliminate the latter.

Increased awareness of status of service to youth in other libraries in Florida, thus highlighting areas with other librarians resulted in certain specific changes, we have decreased certain restrictions on children's books. Increased morale and enhancement of professional identity of participants.

We should take a new look and approach toward our collection of books for young adults and children and see that we have up-to-date material and programs that fulfill their present needs.

It generated some hard thinking about the philosophy of library service and helped us identify some obstacles our library has inadvertantly set up that can hinder the best possible service.

Renewed interest.

To be more lenient toward those who are too poor to pay fines. To provide ways of helping the individual needs of the child in his reading, thinking, and creative pursuits. To continually study and meet the needs of the children and youth,who will be the adults of tomorrow. To work with the school librarians and learn how we may best supplement their needs.

Discussion with participants and the statement of functions reaffirmed that a youth program must 1) reach out to better serve reading needs for certain groups which for one reason or another do not come to the library now; and 2) cooperate with the schools by increasing contact with administrators, teachers and librarians and planning services and activities which will assist both institutions in improving service to youth. These activities especially are often the ones which either never get off the ground or are first to go when details are pressing. It was valuable to have library administrators present to hear these functions discussed.

The challenge of Keith Doms' address and the reactors response. School Media approach in Florida. Reactions in discussion groups.

The inventory of needs, establishment of objectives, the look at services, types of materials and personnel and the story of where Florida is--to relate immediately to a study of my library.

1. a. Youth Services Librarian said: (Continued)

Discussion on shelving. Discussion on availability of all materials at all times.

To stress the needs of youth and how our library should start helping these youths. We are a major influence on youth and yet some libraries have neglected their jobs of service to all.

Showed me where we could extend even further our services to youth. Made me more aware of the needs of present youth.

We did make a formal report to our Director with recommendations and a position stance. The latter is of immediate value in that the Director now knows how the Youth Services staff sees the public library's role. Therefore, the Conference caused us to solidify our position in our own minds, a thing upon which we can immediately begin to build. Our Director has not yet discussed our report with us, however.

It convinced me that our limits and restrictions for juvenile users should be removed. Our programs should be re-evaluated with a greater effort made to reach the underprivileged and non-library users. The staff should carefully study the library, the users, and the needs of the users to determine if the arrangement of materials is the best to meet these needs. Above all the children should be treated as people.

(These have happened)--1) Reduction of children's fines; circulation of phono records for children's use; and the general easing of attitudes toward children and young adults in making the total collection available.

Books for the YA collection will be chosen with careful attention to the relevance to today's youth--all groups!! More "listening" to young people can be attempted. Attitudes of the staff toward young people in the library could be examined.

It gave this participant a heightened sense of the public library's rather unique function as dispense of individual service, and of the great need for this service and the library's materials to be relevant to the world in which the young patron lives.

Thinking of ways to introduce attitudes to all staff of less restrictive ways of dealing with children.

The immediate value of the conference to our library was that it forced us to evaluate the services we offered to youth in terms of objectives. The conference also allowed us to examine the services to youth of other libraries and to discuss objectives with them.

1. Suppose you had to make a report on this conference to your staff or to your library board. What would you report the conference accomplished that was

    b. Of future value?

    Administrators said:

    We must be prepared for both the sophisticated and the plain-and-simple materials and programs that young adults need and want.

    We must keep up with the times and keep our ears to the ground so that the library does not stand still while the rest of the world moves onward. The image of the library must be one of progress and not "for old fogeys".

    Yes. Reevaluation of all library services is needed. This was only a beginning. More work-study conferences of this type are needed, and they should be longer in duration.

    This library is not particularly rule bound, but we have been restrictive in limiting the number of books to student borrowers in certain subjects. I hope to change this in the near future. Perhaps standards or some sort of guide line will come from the tentative suggestions of this conference.

    Very little.

    Recommendations, norms--something to present to Board and City Manager.

    In planning new and better service to our youth.

    All future plans for library service should include special consideration for the young reader in all areas.

    The possibility of developing and designing goals and areas of responsibilities.

    If standards for children and youth are forthcoming as a result of the conference they will certainly be useful. All ideas gained for the conference whether or not I agree with them will be of immediate and future value.

    As of today, a highly qualified librarian was employed as consultant. Comes to us 7/1/69 to develop a program of service to children.

    Focused attention on the need for long range planning this service area.

    After seeing that service was not uniform in quality, the conference offered us a way to correct this by setting up the basic steps to be taken in the writing of Standards.

1. b. Youth Services librarians said:

Libraries should be willing to change with the times to meet the new and varied needs of future users. It was definitely established that we do need children's standards. Libraries should at all times be aware of the needs of the users, even anticipate these needs and meet them before they arise.

The conference suggested many areas to be thought about and worked on. How to "open up" to young people through the entire staff and the importance of doing so seems to be most important. Reaching out to many groups and having a real impact is another problem to be stressed. More rather than less cooperation, imagination etc. should be part of the future.

Possibility of relaxing rules and restrictions imposed on young people. Programs--if ever staff and staff time are available. Close cooperation with our other libraries in the community.

Setting up of proposed standards for children's and young adult work.

Meeting and going beyond these standards set for youth in public libraries.

Unfortunately, none since I am leaving and they do not plan to have a children's librarian.

It made clear the fact that there can be no standing still if the public library is to continue to have a place in service to young people. We must constantly be looking for new ways of service, both direct and indirect; be thinking in terms of a wider range of materials, including non-print; and be aiming always for fewer restrictions and limitations to service. The standards which promise to come about as a result of the conference would, of course, have a definite and tangible value to our library.

In this report, we made definite recommendations of a very concrete nature for the future. A number of these were passed on ideas we picked up from both speakers and other participants.

Exposing a less experienced staff member to a stirring professional experience.

If standards develop from this beginning conference, the future value to our library cannot be estimated. Also of value is the continued realization of the importance of services to youth and the need for planning and direction for the future.

Being a part of the basic planning for standards for public library service to youth in Florida made me aware of new trends and goals to work toward.

1. b. Youth Services librarians said: (Continued)

Much thinking in broad ideas and goals for the future all of which is excellent background for planning future activities here. The possible writing of new standards which will of course be useful later.

We should keep up with ideas and thoughts of children and young adults as their trends change with the times so that what we have will be wanted and used by them.

Hopefully (and personally) speaking, the publication of "guidelines" for staff use which would encourage more extensive use of the library's facilities by all patrons (including youth)

Concern of where public libraries were going in terms of service to young adults.

Formulate a real cooperation between the public librarians. Draw up standards for Children's Libraries in Florida. Have a library that fits the needs of the present generation.

Need to stress total public library service with staff.

Decision to develop as an evaluative tool Florida standards for public library service to youth.

2. What new insights did you gain from conference participation?

Administrators said:

The increasing amount of knowledge absorbed by children--and the increasing opportunities for so-called family living and training in social relationships.

The role of the library is much larger than just a place to "get" materials. It is overwhelming when you think of all the needs we are trying to fill.

Lack of understanding between most administrators and librarians who serve youth. Librarians are "hung up" and really don't try to understand patrons...they are security minded (job wise) and really are self centered about their libraries. A good overhaul is needed in every library in the state.

Deeper understanding of public library service to children--problems and possible solutions.

Confirmation of the fact that librarians haven't spent too much time thinking about goals and objectives.
That other libraries share the same problems; stimulation to improve immediate situation and be determined to constantly ask for better budget, in other words, never get tired of playing the same record.

2. (Continued)

Many! Particularly need for emphasis and development on work in this area, enlarged understanding and assistance budget wise from Administration and Trustees. Attention to standards.

"Library service in Florida is at a downbeat--either change the tempo or turn off the music." I knew the library was not keeping with the times, but I would never have guessed it was so out of step.

I certainly felt pricks of chagrin at some of the things we are not doing here, and a stimulus to try to think of new ways to reach out, no matter how small.

The role of the public library in serving our youth was very well outlined and explained.

It was interesting to note the methods of reaching young readers in other libraries throughout the state.

The wide variety of standards and methods of serving youth. The larger libraries seem to have a more consistent program but there were great differences in the quality and quantity offered by some of the smaller libraries.

Above all that children do not conform to any preconceived pattern, that they are individuals and must be treated as such. I was very much impressed with the caliber of the guests and participants.

The basic philosophy of service to children and youth as this conference interpreted it has changed very little in the last ten years although the techniques and procedures of administration and the youth and their world have changed. I especially enjoyed being sidetracked in the group discussions and hearing some of the new innovations of various libraries--this I understand was annoying to some and probably should have been reserved for "after duty" hours. I am led to believe that librarians have a complex of insecurity. Public librarians are not now and probably never will be willing to relegate any of their functions to other agencies (i.e. schools, retail bookstores, etc.) even if these agencies might do the job better. Barriers were immediately raised when such ideas were brought up during the conference. What are we afraid of?

2. Youth Services librarians said:

The percentage of library users to population is astoundingly low. We need to change our overall program--from the inside out--quickly to even keep up with the changing times.

It is extremely easy to have ideas--much more difficult to carry them out. One must be complacent because a few steps forward have been made. And though being "with it" is important, an open mind and generous outlook are even more so.

2. (Continued)

That I am not alone with my problems! As a newcomer to the state, that Florida librarians have, a fierce pride--as rightly so, in this state! and their libraries! That "re-training" in all areas of library service to youth is necessary for service that will be of any value.

New insights into needs of youth, importance of individual attention, need to use new audio-visual materials available, new programs.

As a newcomer to the state I appreciated the overall view provided of Florida library service--a more"encompassable" and meaningful view than is possible at a larger state convention. The presence of outsiders allowed participants to see themselves in a larger context and measure their progress by others. Also, an insight into the "inner workings" of what was both an organization and a free gathering--the evolution of an idea and the attempt to then give it foundation.

More like firmness in "doing" instead of "talking". Most topics aired were not new. Refining thoughts to a common denominator in dealing with "needs" and "objectives", polished one's own "gems" in the process.

We understood better the structure of youth services throughout the state and also the type of people working in this field. Also "hearing it live" from outsiders we found infinitely better than reading it in professional literature.

Dr. Broderick's talk on overcoming the generation gap by listening to young adults. In fact, her talk was the highlight to me. She took all the starch out of our shirts.

That standards can be made to work when you have people such as those that participated in conference who are interested enough to see to it that no one is neglected in public library services.

I gained a realization of the need for state-wide standards.

Insights gained took several different directions. First of all, through talking to other youth services librarians throughout Florida, insight was gained as to how they "make do" with the resources they command for the best possible service to youth. Secondly, hearing addresses and comments made by experienced librarians from other states where services to youth have been longer established, helped me to gain perspective on the picture of youth services as a whole. Thirdly, the impression was received that nothing should be static and that concepts and methods long regarded as necessary to effective service to youth are subject to change or even to abandonment to produce desired results.

An awareness that we in this library are somewhat restricted in service to youth as compared to others. That Florida libraries are in such bad shape as a whole. That some librarians can actually think in terms of broad idealistic goals instead of minutiae. It was a pleasure meeting them! An increased realization of the need for standards.

2. (Continued)

I learned of recent attitudes and ways of doing some things that we have not introduced in our library. Examples--no limit on number of books on subjects no matter how few or many others will be asking for the same, no distinction of separate library cards for juvenile and adults, and discontinuing fines.

I had anticipated that I would gain new insights, but didn't really. Most of what was said is common sense.

The number and diversity of rules that level library service.

The librarians must reach out to help those who probably would never avail themselves of these advantages unless we sought to help them. Materials used must be made to fit their needs. We must know the present generation and their needs. Unless we do this, and fulfill their needs, the libraries will fade into a secondary position.

Mr. Doms' thoughtful analysis of what the public library can now stress for youth--the pre-school child, the individual, the dropout, the exceptional child and the gifted child as well as the ordinary youth offering services to those who have not received encouragement. His questionnaire on manpower received from the library schools showed how acute the problem is. In observing different discussion groups learned better techniques for discussion leaders. The complete structure of the conference was excellent and the outside participants outstanding.

Poor understanding among Public Librarians as to what public library service is, and what its goals are. Inadequacy of the present Public Library Standards already developed for Florida. The psychological gap between services to children and service to the community as a whole by the public library. How educational and psychological jargon has been getting into public library writings. In discussing goals with my staff, we had to spend a great deal of time deciphering language of ALA and NY State standards. City Commissioners will never understand such indirect language.

3. In retrospect, if you had been asked to assist with program planning what changes would you have made?

Administrators said:

Start with area--geographical--meeting or discussions which would involve workers in small branch libraries or untrained bookmobile and branch librarians. Forward any items that met with general understanding and agreement to be clarified and refined at such a meeting as the Winter Park one. This may not be possible. But I like working from the bottom up instead of the other way around.

Frankly, I think it was one of the most worthwhile workshops I have attended and felt the planning was such that it could not be improved on. The brainstorming sessions were excellent. The summarization sessions seemed to be too rushed and its a shame leaders didn't have more time instead of being so pushed by the clock but guess it was unavoidable.

3. (Continued)

That keynote speech by Keith Doms (excellent). Group sessions of the librarians and children's librarians in which goals and objectives, etc. are discussed. (on Thursday). Report of each small meeting at a general meeting (Friday morning). These reports to be jelled into a final report by a committee of Florida librarians and children's librarians for final submission to general meeting on Friday evening. It is my feeling that most of Thursday was wasted time. Florida librarians were not involved enough in the final summing up of the results of the group sessions.

Better presentation through use of visual aids, i.e., overhead projector, films, to relieve monotony of talk sessions. Bring children there, i.e., from local community--similar to special school techniques (perhaps a far-out idea?)

None.

The discussion groups would have been more beneficial if they had not been dominated by one or two persons.

None that I can think of. Well organized. Good planning all the way around. An extra two days of discussion would have been more meaningful.

I thought the program was well organized and had outstanding participants. The small work groups offered opportunities for all in attendance to participate in discussions and make suggestions. Such small groups encourage some of the more timid members. It is the old problem of the larger libraries having common problems but in most cases the problems of the larger libraries do not relate to those of the smaller libraries.

It seemed to be a well-planned program. Most of the guest speakers were not especially impressive considering their qualifications. Probably their role was not to make dynamic presentations but to give direction and guidance to the conference. I would like to have seen some of both.

I was most aware of the careful planning which was executed throughout the conference and promoted its conclusion having achieved the desired objectives. I would have liked to see minority groups presented, if not within the group, possibly as speakers or discussion leaders--involved somehow.

Less time might have been lost if the groups had been brought back together sooner to re-focus on the important issues. The discussion groups could then have reformed and spent more time on the significant issues.

3. Youth services librarians said:

The one thing perhaps which was a bit much to cope with was the length of the list of discussion points for the individual groups. I think it could have been tightened up and still have covered what I know was meant to be covered.

More down to earth, practical exchange of ideas on how to reach out and help our youngsters--what we can do now. Probably more sessions on "how we do it at home", though I realize the danger here. The whole conference, it seemed to me, missed the practical in the search for the theoretical.

Nothing, except a longer time going over what all the groups had said in their answers to the questions presented.The program followed a smooth pattern of stimulus and response.

The only criticism I would offer was that the schedule was so crowded there was not enough time to discuss freely the issues raised with other participants.

More time should have been given the observers and evaluating team for compilation of the reports from the groups. It was a tiring but well planned and stimulating meeting.

I would have liked much the same type open discussion, possibly with more specific questions that could have been answered so that practical ideas could have been taken back. Each group should have been taped and duplicated so that libraries could have purchased whatever discussions they wanted to play for their own staff.

It was superbly planned! I did notice that discussion from the floor, in the general assemblies, was carried on by the senior or long-in-service librarians. It might have been fun to have had the "youth" of the profession on a panel to "do their thing"!! and tell it as they see it.

Looking back, I think that perhaps the 3 speeches of Thursday night would have had greater value for the next days discussions if they had not followed dinner, and if they had been better integrated--the past viewed more in relation to the present; the present picture of school library service viewed more in terms of its impact on public library service. Then, reviewing Friday's sessions, I wonder if the leaders might not have been better prepared--have agreed beforehand, for instance--on the exact and literal interpretation of the six questions, and on the relative value of each in the eyes of the conference planners who had the desired results in mind.

Sharpened the discussion questions.

The program was well-planned and directed. A longer conference for discussion purposes would have been helpful.

The program was well-planned throughout. In my opinion, the chairs in the conference rooms were uncomfortable for so much sitting; and, in some instances, the food was not sufficient in quantity for quality for the amount of money rendered.

(Continued)

3. I don't see how the program cound have been improved. I especially see value in the small group discussion technique with a good cross section of backgrounds and positions. This made the conference worthwhile even if no standards result.

The program was well planned as far as we were able to progress. I feel almost everyone must have benefited, particularly the YA and children's librarians in getting together to discuss present problems. I surely hope some good results will be able to come of these meetings so that small library staff members unable to attend may benefit too.

"Too many cooks can spoil the broth." Would rather have attended a meeting of this kind at an F. L. A. convention. I think more could be accomplished on a committee basis.

A better explanation of why standards are of value in themselves--it was an assumption not shared by all participating. Is there a real trend away from children's services in public libraries due to future expansion of school libraries--and if so, the implications for public libraries!

Discuss more fully our plans for carrying out the program proposed.

It would have helped to know quite specifically what the purpose of the conference was. I thought we were going to discuss services for the 70's and assumed we would perhaps get specific as to how services will be different in the 70's. But it seemed to me as I participated in the discussions that the conference goal was to formulate a recommendation for standards to be used as ammunition by the State Library to get work started and to develop a statement of needs and functions to be used in such work. Also it seemed the questions were the same old questions we've been discussing for years. Neither of these two are bad in themselves. I agree we need standards, but my expectations would have been different if I had known that was the purpose of the conference. And a re-examination of the same old questions is not necessarily bad, except that we were asked to start from scratch and proceed no farther than we ever had before--no challenge, no efficiency. I would have liked to have the purpose of the conference clearly and completely stated. The discussion questions and plan for the meetings sent ahead for our examination and study. A collection prepared from various standards and major publications of statements related to the discussion questions, so that we could begin by comparing basic statements, and work from there by asking "will the need of youth and the functions of public library service to them be any different in the 70's than they are as stated today?" How might they be different? What specific types of services might we expect to provide for youth in the 70's based on the stated needs and functions? By having the questions well in advance, by basing discussion of them on the fine statements already available to us, and by extending our thoughts on the matter to the 70's, the conference, it seems to me, could have accomplished both the basis for standards and a meaningful discussion for service in the 70's. As it was we worked in a vacuum, rehashed from scratch the most basic information, and concerned ourselves too much with the wording of group statements so that little time was available for any interesting discussion--the 70's were barely mentioned in my group.

3. Think the one weakness would have been to have found a way in the formula of people attending the conference to have a librarian from the Black Community and Spanish/American Community, It is amazing what can be revealed when the people from these backgrounds speak about how the white community has failed in bringing services to them.

More time for groups to work. Presentation of each groups' discussions Conclusion formulated by a committee made up of representatives from each group. Elimination of speeches after keynote address. More time to discuss conclusions and options for action. The points presented for discussion were so formulated as to make me feel the conclusion had been arrived at before the discussions began in which case, there was no need of the discussions.

Perhaps,a co-leader in the discussion groups.

The opening speech was excellent. After that, we should have begun discussion in small study groups. More time should have been allowed for this and more time was needed for adequate synthesizing and reporting. The synthesis and reporting should have been done by a committee of the participants. I felt that there was an effort to manage and pre-program the results of the conference.

Registrants
Florida State Library Conference: SERVICE FOR THE 70's

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